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ABSTRACT

Prepared in response to a proposal by the Los Angeles Community College District (LACCD) for state funds for the construction of a permanent site for Los Angeles Mission College (LAMC), this report offers historical background, evaluates the request, and presents recommendations. Chapter 1 chronicles the history of LAMC and the LACCD's attempts to secure approval by the California Postsecondary Education Commission (CPEC) for a permanent campus for the college. Chapter 2 discusses the proposed facility in light of relevant criteria in the CPEC's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers," focusing on enrollment projections, alternatives to new campus construction, community support, enrollment capacity of existing campuses, impact on adjacent campuses, and commuting time. Chapter 3 presents CPEC's findings and conclusions, including the following: (1) LAMC has met most of the criteria in the CPEC Guidelines; (2) certain aspects of the LAMC proposal are compelling; (3) the service area of the college is isolated for those who rely on public transportation; (4) a permanent campus of LAMC should not simply duplicate other institutions, but should demonstrate its uniqueness and effectiveness; and (5) the permanent building currently proposed for LAMC should be of sufficient size to house the existing programs. Chapter 3 also includes the recommendations that the proposed instructional/administration building be approved as a permanent home for LAMC with the understanding that the state not fund additional facilities for LAMC until a thorough evaluation of the effectiveness of the new building is conducted. The CPEC Guidelines and enrollment projections are appended. (Author/RO)

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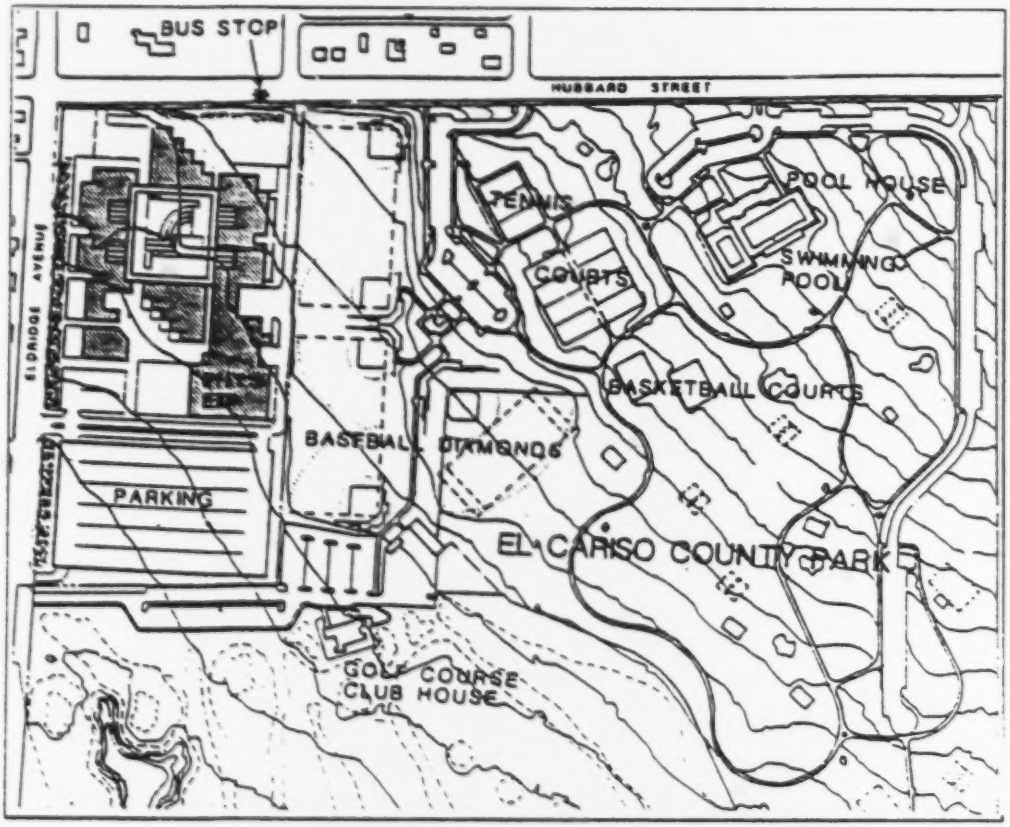
A PERMANENT SITE FOR LOS ANGELES MISSION COLLEGE



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

The *Education Code* states the intention of the Legislature not to approve State funds for new campuses without the Commission's concurrence. In 1975, the Commission recognized "the existence" of Mission College in the Los Angeles Community College District but specifically stated that its recognition was "without reference to recommendations for use of State funds for site acquisition or for construction of facilities."

The Los Angeles Community College District has sought State funds for facilities construction for the college, and early in 1986 the Board of Governors of the California Community Colleges approved plans for an $8,996,000 building on a permanent site for the college in the community of Sylmar.

This report responds to that proposal. The first chapter chronicles the history of the college and the Los Angeles district's attempts to secure its approval by the Commission. Chapter Two on pages 7-22 discusses the proposed facility in light of the nine criteria in the Commission's *Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers* that apply to Community College proposals. Chapter Three on pages 23-25 presents the Commission's findings, conclusions, and recommendation regarding State funding for the facility, including approval of construction on the understanding that the State not fund additional facilities for the college until a thorough evaluation of the effectiveness of the new building is conducted.

The Commission adopted this report on April 28, 1986, on the recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Suzanne Ness, the public information officer of the Commission, at (916) 322-0145.

A PERMANENT SITE FOR LOS ANGELES MISSION COLLEGE

A Report to the Legislature and Governor in Response to a Request for Capital Funds from the Los Angeles Community College District

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Second Floor • 1020 Twelfth Street • Sacramento, California 95814

COMMISSION REPORT 86-14
APRIL 1986

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1 Background

SECTION 66903(5) of the *Education Code* states that the Commission "shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education." Section 66904 provides further that:

> It is the intent of the Legislature that California community colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the Commission.

Pursuant to this legislation, the Commission developed a series of guidelines and procedures for the review of such proposals in 1975 and revised them in 1978 and 1982 (Appendix A). It is under these guidelines that the Commission has evaluated the current proposal for a permanent campus for Los Angeles Mission College in the community of Sylmar in Los Angeles County. If approved, Mission will become the ninth campus of the Los Angeles Community College District to be formally recognized by the State. This recognition includes eligibility for State capital outlay funding.

The Los Angeles Community College District

The Los Angeles Community College District -- a map of *which* is shown in Display 1 on page 2 -- is the largest of California's 70 Community College districts. As of Fall 1984, it enrolled 9.2 percent of all Community College students in the State and 10.5 percent of full-time Community College students. It is surrounded by eleven other Community College districts, including Antelope Valley, Cerritos, Compton, El Camino, Glendale, Long Beach, Pasadena Area, Rio Hondo, Santa Clarita, Santa Monica, and Ventura County. This is an important circumstance for the district, since there is a considerable exchange of students with its neighbors.

The nine colleges of the district -- including Mission College -- are distributed throughout the Los Angeles area, but they vary considerably in both character and geography, with some in suburban neighborhoods and others in the urban core. Six are located in the Los Angeles basin with the other three in the San Fernando Valley. As can be expected, the location of the colleges largely determines the ethnic and economic mix of their student populations.

History of Los Angeles Mission College

Los Angeles Mission College was approved as the ninth college of the Los Angeles Community College District by the Board of Governors of the California Community Colleges on September 18, 1974, with the stipulation that approval was without reference to State funds. After a lengthy review of the proposal, the California Postsecondary Education Commission met on September 8, 1975, and approved a resolution that contained the following operative clauses:

> Resolved, That the California Postsecondary Education Commission concur with the Los Angeles Board and the Board of Governors in recognizing that Los Angeles Mission College has been established and is in existence, and be it further
>
> Resolved, That concurrence by the Commission is without reference to recommendations for use of State funds for site acquisition or for construction of facilities.

Mission College commenced operations in the Fall of 1975 with a total enrollment of 2000 students, 1,222 attending during the day and 778 in the evening. That enrollment grew over the next seven years to 4,589 students in 1982, then declined over the next two years to its Fall 1984 level of 3,343 students. In Fall 1985, its enrollment increased by 66 students to 3,419; it was the only college in the district to gain enrollment.

Between 1975 and 1980, the Los Angeles district did not attempt to establish a permanent campus for Mission. In 1981, however, the district acquired, with its own funds, a 22.5 acre site for a permanent campus to be located in a corner of El Cariso Park in the community of Sylmar. (Display 2 on page 3 shows the location of this site, and Display 3 on page

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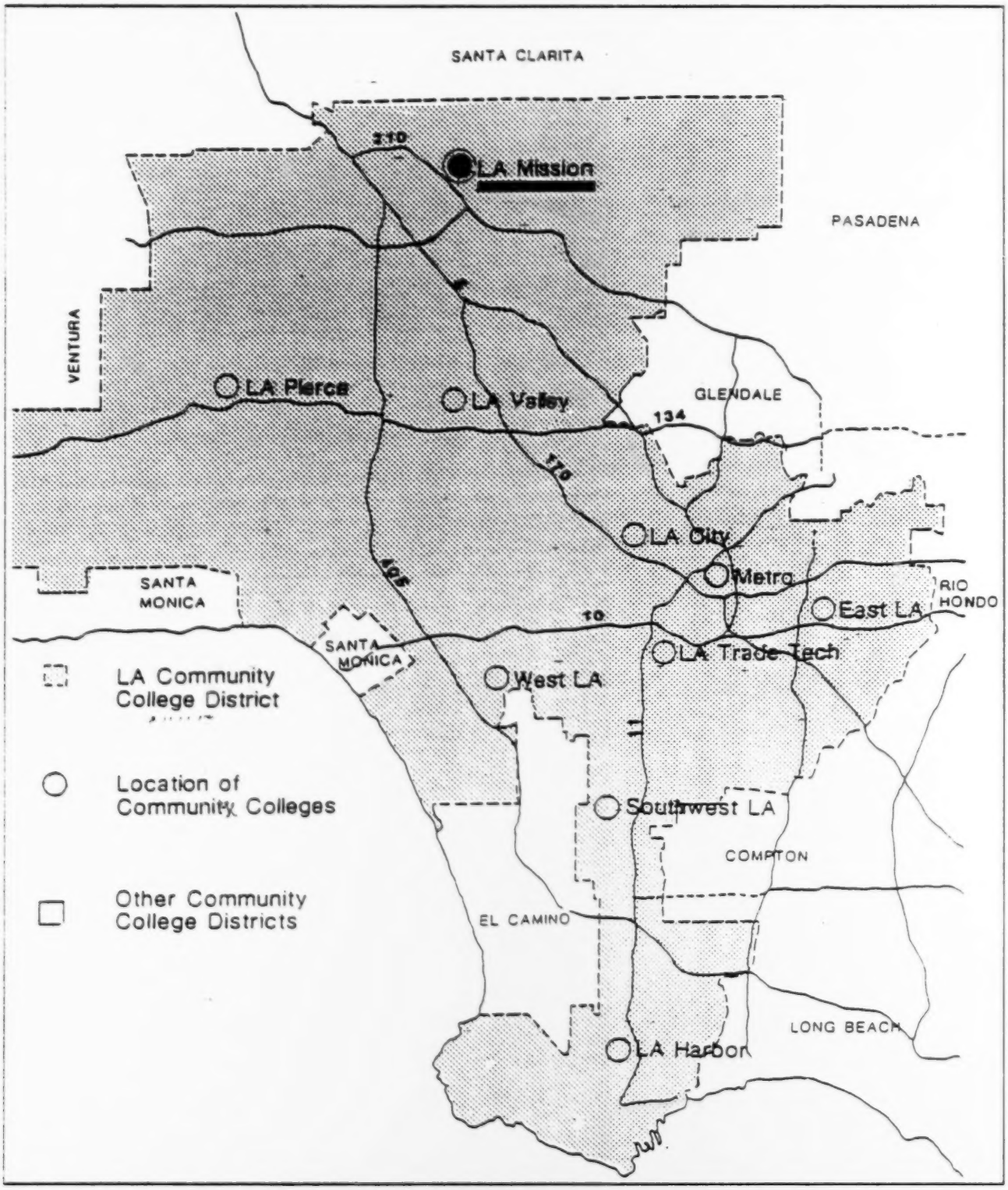
DISPLAY 1 The Los Angeles Community College District and Surrounding Districts



Source: KDG Architecture and Planning. *Mission College Environmental Impact Report*, Exhibit 1. Los Angeles, November 1983.

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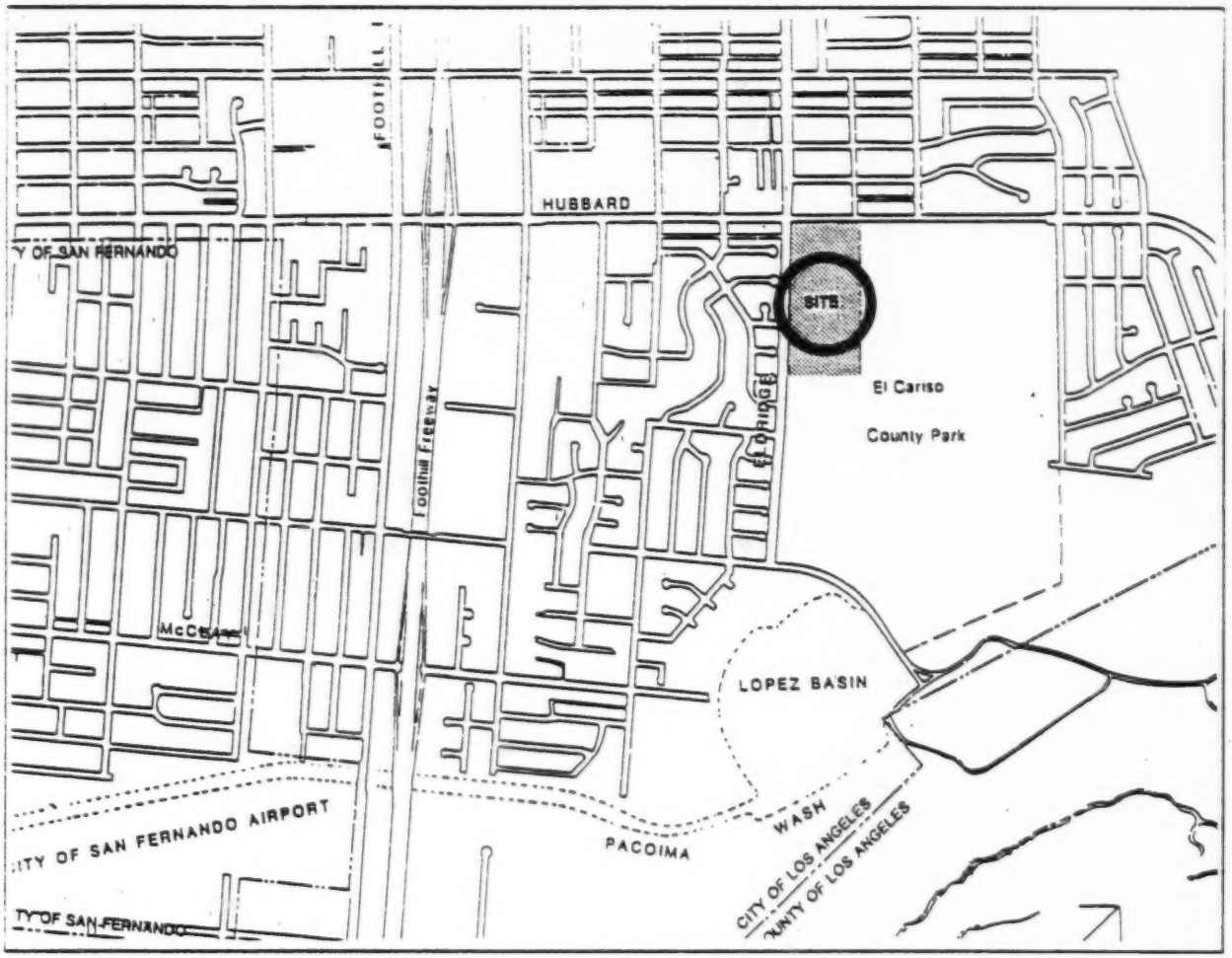
DISPLAY 2 Vicinity of Mission College's Proposed Site in Sylmar, California



Source: KDG Architecture and Planning. *Mission College Environmental Impact Report*, Exhibit 2. Los Angeles, November 1983.

4 shows the site plan.) In 1983, the Legislature approved a provision to the 1983-84 Budget Act (Chapter 323, Section 151.3) that required the proceeds from the sale of a previously acquired Mission College site in Northridge to be used exclusively for the construction of the campus at the El Cariso site. Subsequently, the Legislature approved Assembly Bill 3776 (Chacon) in 1984 that authorized a loan from the Capital Outlay Fund for Public Higher Education (COFPHE) to the District for planning. The loan was to be repaid from funds acquired through the sale of the surplus Northridge property.

In September 1984, the Los Angeles District's Board of Trustees approved a formal funding request to the Board of Governors of the California Community Colleges for sufficient funds to construct two buildings on the El Cariso site, but that request arrived too late for inclusion in the Board of Governors' 1985-86 capital outlay budget request for the Community Colleges. Even had it been timely, however, it is unlikely that it would have been included in the Governor's Budget, since the Department of Finance requires that new campuses first be approved by the California Postsecondary Education Commission before State capital outlay funding is considered for inclusion.

The district next requested a meeting with Commission staff to discuss the Commission's require-

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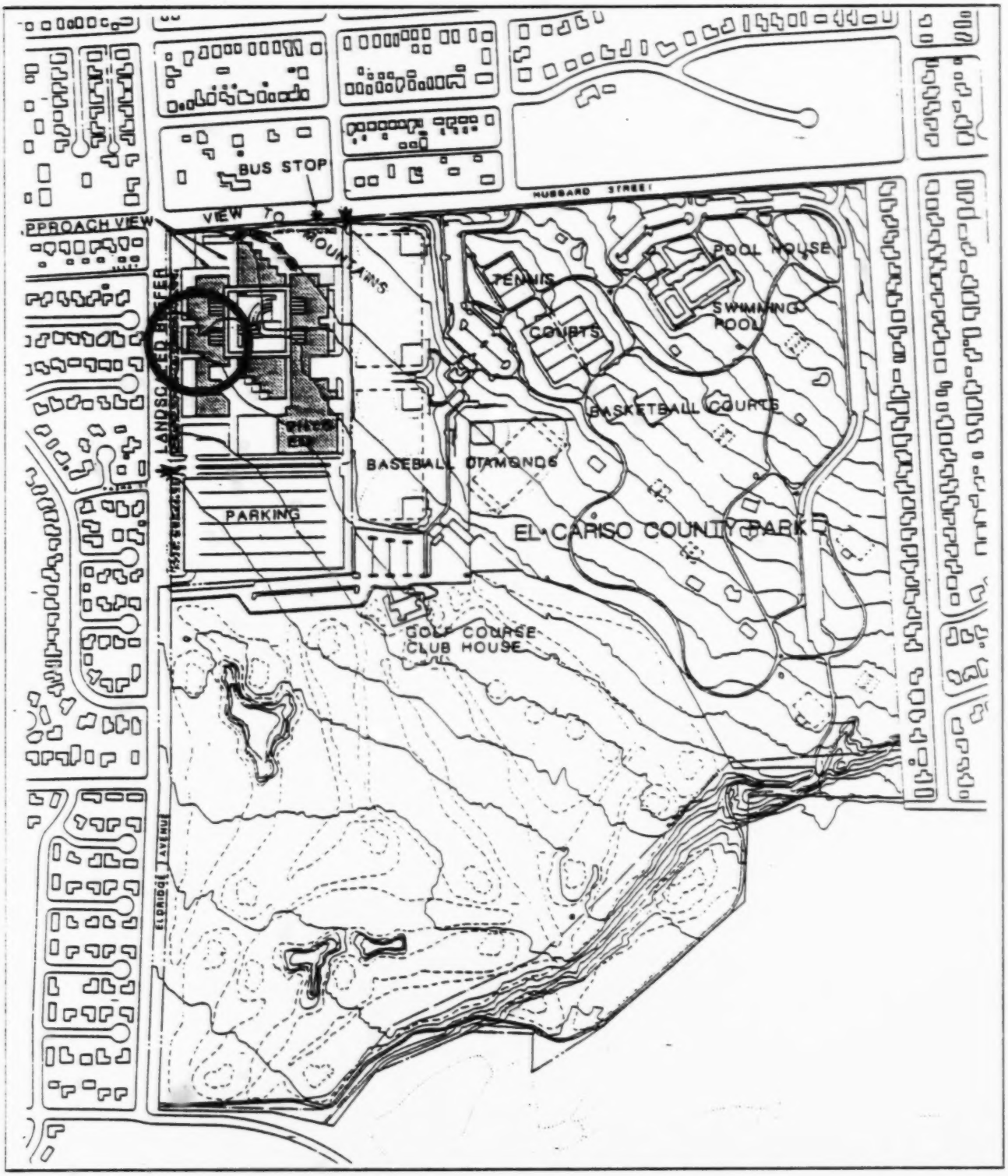
DISPLAY 3 Mission College Master Plan for a Permanent Campus in Sylmar, California.



Source: KDG Architecture and Planning. *Mission College Environmental Impact Report*, Exhibit 3. Los Angeles, November 1983.

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ments for approval. That meeting, held on September 26, 1984, focused on the contents of a formal "needs study" to be submitted to the Commission in response to its criteria for approval of new campuses. The district submitted the first part of that study, which dealt primarily with enrollment projections, on April 2, 1985. On April 25, it submitted a more extensive document that discussed the remaining Commission criteria.

Following an analysis of the district's enrollment projections, Commission staff wrote to district officials questioning both the credibility and accuracy of the district's enrollment data and forecasts. Among the staff's principal objections was a statement that the data indicated to be "official" Department of Finance enrollment projections were not so, a fact that was soon confirmed by the Department of Finance. Accordingly, the staff requested district officials to secure an official projection from the Population Research Unit of the Department of Finance. This projection, which was completed on July 18 and discussed in detail on August 27 by staff of the Population Research Unit, the district, and the Commission, showed substantially lower enrollments through the year 2000 than had been indicated in the district's document.

Another of Commission staff's concerns was the fact that both Los Angeles Pierce and Los Angeles Valley Colleges had considerable unused capacity, according to the Los Angeles district's 1984 Five-Year Capital Construction Plan. This was particularly true of Valley College, which showed a "capacity-load ratio" of 161 percent -- a figure that indicated 61 percent more space than needed for existing enrollments. Pierce's capacity-load ratio was 114 percent. In analyzing both these figures and the projections from the Department of Finance, it was apparent to Commission staff that Pierce and Valley Colleges had sufficient space to accommodate all projected enrollments in the San Fernando Valley through 2000. Both of these colleges experienced further enrollment declines in 1985 -- 9.8 percent at Pierce and 9.4 percent at Valley -- indicating that they have even more unused capacity at present.

Accordingly, on October 7, Director Callan wrote to Chancellor Koltai of the Los Angeles district and advised him that the official enrollment projections from the Department of Finance, when matched with the capacities of the two neighboring colleges, indicated no need for a permanent campus for Mission College.

On October 29, Chancellor Koltai responded, appealing the staff's conclusion and requesting "the Commission's reconsideration" of the district's request. Included was an analysis that challenged the assumptions and conclusions of the Population Research Unit's projections. That analysis argued that the Population Research Unit should have employed 1975 rather than 1980 as the start of its historical projection period for San Fernando Valley Community College attendance, since the district had experienced "fluctuations attributable to economic and political changes" during the 1980s. The district's 1975-based projection produced an additional enrollment of 2,731 students for the entire San Fernando Valley in the year 2000 beyond those of the Department of Finance .

On December 5 and 6, the Board of Governors discussed Mission College at length and asked the staff to prepare further information for discussion at its January 23 and 24 meeting. In January, the Board approved a scaled-down version of the original funding request that provided an assignable square footage allotment of 48,550 in one building compared to the original proposal of 86,006 assignable square feet in two buildings. The cost of the new proposal, excluding equipment, is $8,996,000 -- compared to $14,553,000 for the original.

2 *Analysis of the Funding Request*

IN evaluating proposals for new campuses, the Commission has, since 1975, employed 12 criteria, nine of which relate to Community Colleges. Each of the criteria is listed below with an analysis of the extent to which Mission College meets the necessary requirements.

CRITERION 1: Enrollment projections should be sufficient to justify the establishment of the campus. For the proposed new campus, and for each of the existing campuses in the district or system, enrollment projections for each of the first ten years of operation, and for the fifteenth and twentieth years, must be provided. For an existing campus, all previous enrollment experience must also be provided. Department of Finance enrollment projections must be included in any needs study.

CRITERION 9: Enrollment projected for Community College campuses . . . should exceed the minimum size for a Community College district established by legislation (1,000 units of average daily attendance (ADA) two years after opening).

The enrollment history of the Los Angeles Community College District since 1975 is shown in Displays 4, 5 and 6 on pages 8-10. From those displays, it can be seen that the District has experienced a tremendous decline in enrollments, particularly since Fall 1981 when total headcount enrollment reached the high point of the period at 137,533. It stood at 91,779 in Fall 1985 -- a reduction of 33.3 percent. Workload reductions have also been great, moving from 1,449,556 weekly student contact hours in 1975 to 880,267 in 1985 -- a drop of 39.3 percent. Between 1976 and 1982, weekly student contact hours appeared to stabilize at just over 1.2 million, but they have dropped 30.6 percent since then.

The Los Angeles district encompasses at least two clearly delineated geographical areas -- the Los Angeles basin and the San Fernando Valley -- separated by the Santa Monica Mountains. Of most immediate concern to the Mission College proposal is the San Fernando Valley, where Pierce, Valley, and Mission Colleges are all located. Large enrollment losses have occurred in this area, although somewhat less than in the district as a whole. Display 7 on page 11 highlights the data from Displays 4 and 6 for the three colleges in question. It shows that Mission commenced operations with 2,000 students and grew gradually to 4,589, its high point, in 1982. Its high point in terms of weekly student contact hours was also in 1982 when 28,884 contact hours were generated. Through the Fall 1985 term, Mission has lost over a thousand students -- just over a 25 percent drop in both enrollments and contact hours. By contrast, for the district as a whole, the two enrollment indicators fell by about 32 percent and 31 percent, respectively.

Further displays of the components of Mission's enrollment are contained in Appendix B. They present detailed histories of the College's enrollment patterns between 1980 and 1985 by student age, sex, ethnicity, entering status, day and evening attendance, educational level, and unit load. These data indicate that Mission's student body is stable in some respects and changing in others.

- First-time students comprise 41 percent of enrollments, down from 1980 to 1982, but up from 1983 and 1984.
- The percentage of students attending during the day has changed little in five years, as has the percentage of men and women that now stands at 70 percent women.
- The average student is older than when Mission first opened, with 46 percent being over 35, and is taking fewer units.
- As of Fall 1985, 65 percent took fewer than six units.
- The average weekly student contact hours per student averaged 6.5 for Mission's first ten years and was 6.3 in Fall 1985.
- Ethnically, Asian students have stayed between 3.5 and 5.0 percent of the students, Blacks have declined from a high of 10.4 percent in 1981 to 8.7

6/7

DISPLAY 4 Los Angeles Community College Enrollments and Weekly Student Contact Hours (WSCH), Fall 1975 to Fall 1985

Item	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
East Los Angeles College											
Headcount	18,544	16,571	15,763	14,998	16,026	16,671	17,772	17,709	15,779	12,560	11,709
WSCH	189,478	164,377	152,705	152,707	158,431	153,478	163,768	164,027	155,143	119,494	110,901
Los Angeles City College											
Headcount	23,904	19,727	19,535	18,776	18,701	20,174	20,492	20,169	17,568	15,558	13,743
WSCH	260,510	206,591	204,568	197,702	196,573	204,548	207,610	201,619	176,556	159,231	140,665
Los Angeles Harbor College											
Headcount	11,703	10,908	11,812	11,357	11,681	11,762	12,541	11,786	9,977	8,247	7,763
WSCH	130,446	109,987	115,411	111,858	111,025	109,189	113,237	114,522	95,868	78,427	74,039
Los Angeles Mission College											
Headcount	2,000	2,390	3,060	2,678	3,025	3,233	4,023	4,589	3,855	3,353	3,419
WSCH	15,597	16,497	22,177	18,365	19,169	20,004	23,029	28,884	23,532	19,784	21,545
Los Angeles Pierce College											
Headcount	23,798	22,185	22,654	21,700	22,852	23,072	23,770	23,721	21,260	19,286	17,393
WSCH	251,491	216,022	217,441	203,072	212,154	216,785	218,516	217,981	196,275	178,003	162,968
Los Angeles Southwest College											
Headcount	5,301	6,050	7,119	6,068	7,450	6,996	8,049	7,165	6,246	4,452	3,064
WSCH	59,473	55,455	69,111	61,729	70,529	66,878	75,142	66,790	57,150	40,710	28,275
Los Angeles Trade-Technical College											
Headcount	17,828	16,435	17,306	15,695	15,993	16,457	17,130	16,415	14,848	12,603	11,968
WSCH	229,699	206,588	208,415	186,575	193,304	201,467	198,067	197,775	180,383	159,855	150,394
Los Angeles Valley College											
Headcount	24,167	21,405	21,796	21,412	22,055	22,470	22,671	22,358	20,084	17,973	16,284
WSCH	235,838	198,389	199,278	190,960	190,183	192,814	186,468	188,515	169,817	148,957	135,952
West Los Angeles College											
Headcount	7,893	7,483	8,712	10,041	11,407	11,640	11,085	10,825	8,921	7,268	6,436
WSCH	77,024	65,820	76,634	83,187	93,171	94,814	86,265	88,562	77,752	62,181	55,528
Totals											
Headcount	134,472	123,154	127,757	122,725	129,190	132,475	137,533	134,737	118,538	101,300	91,779
WSCH	1,449,556	1,239,726	1,262,740	1,206,155	1,244,539	1,259,977	1,272,102	1,268,675	1,132,476	966,642	880,267

Source: Los Angeles Community College District, Office of Educational Planning and Resource Development.

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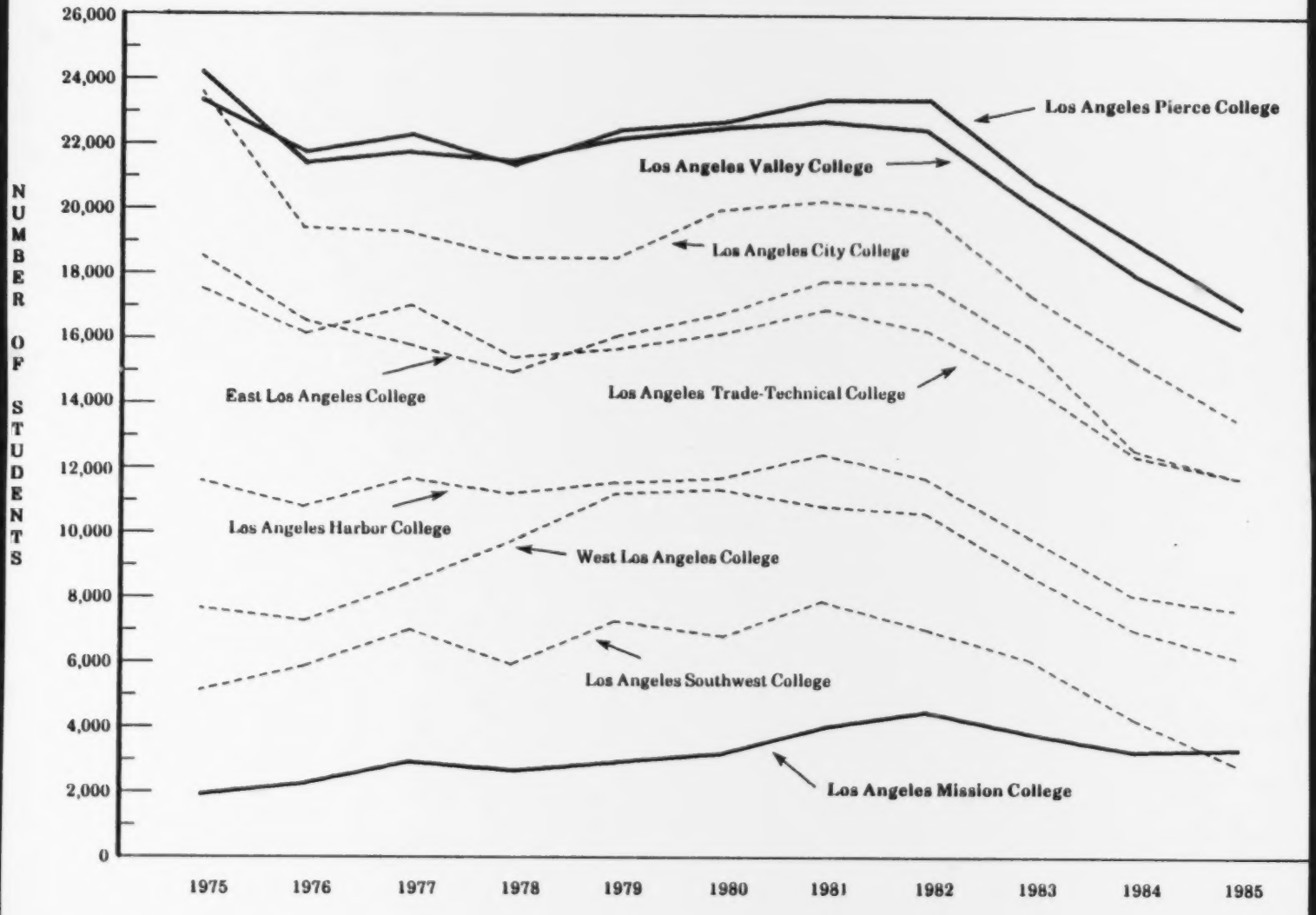
DISPLAY 5 Trends in Los Angeles Community College Headcount Enrollments, 1975 to 1985



Source: Display 4.

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DISPLAY 6 Changes in Los Angeles Community College Enrollments and Weekly Student Contact Hours (WSCH), and Weekly Student Contact Hours per Headcount Student, Fall 1975 to Fall 1985

Item	Percentage Change in Headcount Students and Weekly Student Contact Hours			Weekly Student Contact Hours per Headcount Student					
	1975 to 1980	1980 to 1985	1975 to 1985	1975	1977	1979	1981	1983	1985
East Los Angeles College				10.2	9.7	9.9	9.2	9.8	9.5
Headcount	-10.1%	-29.8%	-36.9%						
WSCH	-19.0%	-27.7%	-41.5%						
Los Angeles City College				10.9	10.5	10.5	10.1	10.0	10.2
Headcount	-15.6	-31.9	-42.5						
WSCH	-21.5	-31.2	-46.0						
Los Angeles Harbor College				11.1	9.8	9.5	9.0	9.6	9.5
Headcount	0.5	-34.0	-33.7						
WSCH	-16.3	-32.2	-43.2						
Los Angeles Mission College				7.8	7.2	6.3	5.7	6.1	6.3
Headcount	61.7	5.8	71.0						
WSCH	28.3	7.7	38.1						
Los Angeles Pierce College				10.6	9.6	9.3	9.2	9.2	9.4
Headcount	-3.1	-24.6	-26.9						
WSCH	-13.8	-24.8	-35.2						
Los Angeles Southwest College				11.2	9.7	9.5	9.3	9.1	9.2
Headcount	32.0	-56.2	-42.2						
WSCH	12.5	-57.7	-52.5						
Los Angeles Trade-Technical College				12.9	12.0	12.1	11.6	12.1	12.6
Headcount									
WSCH	-7.7	-27.3	-32.9						
Los Angeles Valley College	-12.3	-25.4	-34.5						
Headcount				9.8	9.1	8.6	8.2	8.5	8.3
WSCH	-7.0	-27.5	-32.6						
West Los Angeles College	-18.2	-29.5	-42.4						
Headcount				9.8	8.8	8.2	7.8	8.7	8.6
WSCH	47.5	-44.7	-18.5						
	23.1	-41.4	-27.9						
Totals				10.8	9.9	9.6	9.2	9.6	9.6
Headcount	-1.5%	-30.7%	-31.7%						
WSCH	-13.1%	-30.1%	-39.3%						

Source: Los Angeles Community College District, Office of Educational Planning and Resource Development.

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DISPLAY 7 Headcount Enrollments and Weekly Student Contact Hours (WSCH) at Los Angeles Mission, Pierce, and Valley Colleges, Fall 1975 to Fall 1985

Item	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Los Angeles Mission College											
Headcount	2,000	2,390	3,060	2,678	3,025	3,233	4,023	4,589	3,855	3,353	3,419
WSCH	15,597	16,497	22,177	18,365	19,169	20,004	23,029	28,884	23,532	19,784	21,545
Los Angeles Pierce College											
Headcount	23,798	22,185	22,654	21,700	22,852	23,072	23,770	23,721	21,260	19,286	17,393
WSCH	251,491	216,022	217,441	203,072	212,154	216,785	218,516	217,981	196,275	178,003	162,968
Los Angeles Valley College											
Headcount	24,167	21,405	21,796	21,412	22,055	22,470	22,671	22,358	20,084	17,973	16,284
WSCH	235,838	198,389	199,278	190,960	190,183	192,814	186,468	188,515	169,817	148,957	135,952

Item	Percentage Change in Headcount Students and Weekly Student Contact Hours			Weekly Student Contact Hours per Headcount Student					
	1975 to 1980	1980 to 1985	1975 to 1985	1975	1977	1979	1981	1983	1985
Los Angeles Mission College				7.8	7.2	6.3	5.7	6.1	6.3
Headcount	61.7	5.8	71.0						
WSCH	28.3	7.7	38.1						
Los Angeles Pierce College				10.6	9.6	9.3	9.2	9.2	9.4
Headcount	-3.1	-24.6	-26.9						
WSCH	-13.8	-24.8	-35.2						
Los Angeles Valley College				9.8	9.1	8.6	8.2	8.5	8.3
Headcount	-7.0	-27.5	-32.6						
WSCH	-18.2	-29.5	-42.4						

Source: Los Angeles Community College District, Office of Educational Planning and Resource Development.

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percent at present, and Hispanics have remained stable at about 35 percent. White students have comprised 47 to 48 percent of enrollments since 1980.

As noted in Chapter One, in response to the district's request, the Population Research Unit of the Department of Finance completed an enrollment projection for the San Fernando Valley service area on July 18, 1985. It contained a ten-year projection starting with the Fall 1985 term and continuing through Fall 1994. An additional estimate was offered for Fall 2000. The full report is shown in Appendix C, with the specific projection presented in Display 8 on the opposite page. From that display, and in comparison to the actual enrollment figures shown in Display 7, it should be noted that actual headcount enrollment in the San Fernando Valley for Fall 1985 was predicted at 40,453, but actual enrollment was only 37,096 – an 8.3 percent shortfall.

As also noted earlier, the Los Angeles Community College District submitted district-generated enrollment estimates for the San Fernando Valley in its April 1985 needs study. Following receipt of the Population Research Unit estimates, the district challenged the unit's methodology and offered higher figures based on an alternative assumption concerning participation rates. Display 9 on page 14 compares those estimates to the unit's projections and to actual experience through Fall 1985. Display 10 on the same page shows several further estimates for Mission College in particular, first from the unit's 1981 projection, then from the district's April needs study, and finally from a supplemental unit submission showing probable enrollments for Mission with and without a new campus.

These data all show that enrollment experience for both the San Fernando Valley and for Mission College has generally fallen short of the unit's estimates and that the more distant the experience from the forecast, the greater the error. For the San Fernando Valley, only one year of experience is available – Fall 1985 – but even though the district and the unit were forecasting only a few months in advance of the opening of that term, both of their projections were high -- by 8,300 students (22.4 percent) and 3,357 students (9.0 percent), respectively. Therefore, until enrollments stabilize in this area of the Los Angeles district, it is reasonable to assume that both sets of projections are slightly high.

Neither the *California Education Code* nor the *Administrative Code* provides for minimum sizes for Community College campuses. Prior to 1976, the *Education Code* provided for a minimum district size of 1,000 units of average daily attendance. When the Commission approved its guidelines and procedures in 1975, this minimum for new districts was also considered a reasonable minimum for new campuses, and was accordingly included in the ninth criterion shown above. The Legislature increased that to 3,000 (Chapter 1010, Statutes of 1976), then repealed all minimum requirements in 1982. The only size criterion currently in existence is Section 57001a of the *California Administrative Code*, Title 5, that defines "small colleges" as those institutions with fewer than 35,000 weekly student contact hours. Mission College has exceeded the average daily attendance minimum of 1,000 since the day it opened, as indicated in Display 11 on page 15, but never by a wide margin. The closest it has ever come to the 35,000 weekly student contact hours criterion, however, was in 1982 when it achieved 82.5 percent of it. With its present enrollment and weekly student contact hours level, Mission was the seventeenth smallest of all California Community College campuses as of Fall 1984, as shown in Display 12 on page 16.

CRITERION 2: Alternatives to establishing a campus must be considered. These alternatives must include: (1) the possibility of establishing an off-campus center instead of a campus; (2) the expansion of existing campuses; and (3) the increased utilization of existing campuses.

In its needs study, the Los Angeles district discussed briefly the possibilities of converting Mission College to an off-campus center of Pierce or Valley Colleges, employing an extended outreach approach similar to Coastline Community College's "college without walls," establishing a two-site campus, and continuing the present arrangement of offering programs in leased facilities. It rejected each of these possibilities for reasons of excessive travel, lack of ability to provide student services, and negative community reaction. In considering its initial responses to the question of alternatives, Commission staff felt that some were insufficient and that others had not been considered at all, and Director Callan consequently wrote to Chancellor Smith on December 27, 1985 asking the district to respond more thoroughly (Appendix D). The specific questions contained in his letter were as follows:

DISPLAY 8 *Los Angeles Community College District Special Projections, Enrollment and Average Annual Weekly Student Contact Hours, San Fernando Valley (Mission, Pierce, and Valley Colleges)*

	Day			Evening			Total		
Fall	Enrollment	WSCH	WSCH/ Enr.	Enrollment	WSCH	WSCH/ Enr.	Enrollment	WSCH	WSCH/ Enr.
Actual									
1982	30,418	321,038	10.6	20,250	97,804	4.8	50,668	418,842	8.3
1983	27,145	277,762	10.2	18,054	91,232	5.1	45,199	368,994	8.2
1984	24,055	254,078	10.6	16,557	81,590	4.9	40,612	335,668	8.3
Projected									
1985	23,948	250,145	10.4	16,505	80,550	4.9	40,453	330,695	8.2
1986	23,605	247,910	10.5	16,269	80,349	4.9	39,874	328,259	8.2
1987	23,511	248,261	10.6	16,203	85,984	5.3	39,714	334,245	8.4
1988	23,566	250,186	10.6	16,241	87,111	5.4	39,807	337,297	8.5
1989	24,777	266,827	10.8	16,380	88,935	5.4	41,157	355,762	8.6
1990	24,528	266,246	10.9	16,216	88,358	5.4	40,744	354,604	8.7
1991	24,171	264,451	10.9	15,980	87,374	5.5	40,151	351,825	8.8
1992	24,012	264,778	11.0	15,875	87,108	5.5	39,887	351,886	8.8
1993	24,058	267,354	11.1	15,905	87,562	5.5	39,963	354,916	8.9
1994	24,512	276,820	11.3	15,671	87,014	5.6	40,183	363,834	9.1
2000	26,972	310,117	11.5	17,245	95,772	5.6	44,217	405,889	9.2

Source: Population Research Unit, California State Department of Finance, July 15, 1985

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DISPLAY 9 Headcount Enrollment Projections for the San Fernando Valley, 1985 to 2000, and Actual Enrollment, 1985

Enrollment Projection	Year			
	1985	1990	1995	2000
Department of Finance 1985 Projection	40,453	40,744	40,183*	44,217
Los Angeles Community College District Projections				
April 1985	45,396	51,859	52,955	55,013
October 1985	---	43,828	---	46,948
Actual Enrollment	37,096	---	---	---

* This is the Department of Finance's 1994 projection since year-by-year projections ended that year.
Source: California State Department of Finance and the Los Angeles Community College District.

DISPLAY 10 Headcount Enrollment Projections for Los Angeles Mission College, 1981 to 2000, and Actual Enrollment, 1981 to 1985

Source	1981	1982	1983	1984	1985	1987	1989	1991	1995	2000
Department of Finance 1981 Projection	3,920	4,370	4,820	5,270	6,590[2]	7,440	8,420	9,190	10,700	---
Department of Finance 1985 Projection										
New Campus	---	---	---	---	---	---	3,431	3,410	3,371	3,535
No New Campus	---	---	---	---	---	---	5,125	5,641	6,718	8,649
Los Angeles Community College District April 1985 Projection[1]	---	---	---	---	3,416	N/A	6,652[3]	6,652[3]	8,452	10,481
Actual Enrollment	4,023	4,589	3,855	3,353	3,419	---	---	---	---	---

1. Assuming the construction of a new campus for Mission College by Fall 1990.
2. Year the Department of Finance assumed new facilities would be available.
3. 1990 projection.

Source: California State Department of Finance and the Los Angeles Community College District.

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DISPLAY 11 *Mission College Average Daily Attendance (ADA) and Weekly Student Contact Hours (WSCH), 1975 - 1985*

	Year	ADA	WSCH[1]	WSCH/ADA
	1975-76	1,152	15,597	13.5
	1976-77	1,065	16,497	15.5
	1977-78	1,304	22,177	17.0
	1978-79	1.057	18,365	17.4
	1979-80	1,069	19,169	17.9
	1980-81	1,127	20,004	17.7
	1981-82	1,391	23,029	16.6
	1982-83	1,528	28,884	18.9
	1983-84	1,341	23,532	17.5
	1984-85	1,157	19,784	17.1
	1985-86	1,266[2]	21,545	17.0[2]
Averages	1975-76 to 1980-81	1,129	18,635	16.5
	1980-81 to 1985-86	1,302	22,796	17.5
	1975-76 to 1985-86	1,223	20,780	17.0

1. Weekly student contact hours are for the Fall term.
2. Projection.

Source: Los Angeles Community College District, Office of Educational Planning and Resource Development.

1. Do the current attendance patterns of students suggest that a "specialized" facility in the Sylmar area, perhaps one offering certain vocational programs, is a reasonable alternative to a comprehensive campus?

2. Has careful consideration been given to converting Mission College to an off-campus center, rather than a full-fledged campus?

3. Why are the current facilities not appropriate for Mission? Could purchase and remodeling of the current facilities make them appropriate?

4. Has the district surveyed the area for existing buildings which could be purchased and converted to accommodate Mission College? If so, what are the possibilities?

5. Was the option of an approach similar to the dispersed structure of Coastline Community College thoroughly evaluated?

6. Is it feasible to scale back the current proposal to a considerably smaller facility?

7. Has the District approached the Southern California Rapid Transit District (SCRTD) to secure better service or lower fares for students?

8. Has any effort been made to improve public transportation to existing campuses within the Los Angeles District from the "Mission service area"?

9. What would be the cost of a district-owned transportation service from the "Mission service area" to other campuses?

The District responded to these questions on February 11, 1986. Regarding the first question, the district again stressed community support for a comprehensive institution, referring to a 1974 statement from the North Valley Task Force Advisory Committee. It did not address directly the question of a specialized institution.

DISPLAY 12 Mission College Enrollment Compared to That of the 24 Other Smallest California Community Colleges, Fall 1984

Rank[1]	College	County	Headcount Enrollment
1	Palo Verde College	Riverside	638
2	Taft College	Kern	992
3	Feather River College	Plumas	1,136
4	Barstow College	San Bernardino	1,428
5	Lake Tahoe Community College	El Dorado	1,494
6	Lassen College	Lassen	2,234
7	West Hills College	Fresno	2,243
8	Cuyamaca College	San Diego	2,316
9	College of the Siskiyous	Siskiyou	2,536
10	Gavilan College	Santa Clara	2,822
11	Mount San Jacinto College	Riverside	2,840
12	Porterville College	Tulare	2,931
13	Columbia College	Tuolumne	2,989
14	Kings River Community College	Fresno	3,128
15	Mendocino College	Mendocino	3,288
16	Cerro Coso Community College	Kern	3,299
17	**Los Angeles Mission College**	**Los Angeles**	**3,353**
18	Imperial Valley College	Imperial	3,370
19	Crafton Hills College	San Bernardino	3,414
20	Compton Community College	Los Angeles	3,489
21	College of the Canyons	Los Angeles	3,527
22	San Diego Miramar College	San Diego	3,998
23	Indian Valley Colleges	Marin	4,323
24	Los Angeles Southwest College	Los Angeles	4,452
25	Los Medanos College	Contra Costa	4,616
	Community College Average		**10,604**

1. In terms of fewest enrollments.

Source: California State Department of Finance, *Total and Full-time Enrollment; California Institutions of Higher Education, Fall 1984.*

In response to the second question regarding an off-campus center, the district again referred to the task force report, saying that all alternatives to a permanent campus had been reviewed in previous years and rejected. It offered no new information on this subject.

Concerning the third question, the district stated that Mission's facilities are distributed over a five-mile area, and that this means that "students have a difficult time scheduling classes in a normal time sequence." It was also noted that the library is five blocks from the nearest classroom. Purchase and remodeling were rejected on the grounds that such actions would not relieve the logistical problem.

As to purchasing and converting an existing building in the area, the district stated that five of the existing eleven buildings are for sale at a total cost of $3.6 million. Remodeling would entail between $25 and $74 per square foot, or several million dollars in addition. Given that even this expenditure would not relieve the logistical problems, the district rejected the alternative.

With regard to the possibility of establishing a Coastline-type "college without walls," the district

pointed to the fact that such an institution inevitably caters to the "part-time, older student," not the "non-English speaking residents, low income students, and minority residents," that Mission is attempting to attract. It was stated strongly that such an approach is supported by few Mission service area residents.

The suggestion that a smaller facility be built was not favored by the district, but it was accepted as a viable alternative. As noted earlier, the proposal has now been reduced to one building instead of two, and the district believes that even at the reduced level, the proposal "will nevertheless give the community a sense of community identity it needs for its college."

Given the facts that Los Angeles Valley College has substantial unused capacity and is located only nine miles from Mission College's present location in downtown San Fernando, Commission staff felt that some improvements in transportation might solve Mission's problem. At present, the Southern California Rapid Transit District sells bus passes for $15 a month, but only to full-time students. Further, if the Gramm-Rudman Act is implemented without change by the federal government, the rapid transit district expects to lose a $50 million subsidy over the next three years. Even if an agreement for lower fares could be arranged, the fact that most Mission students attend in the evenings, and the additional fact that 70 percent are women, makes public transportation an unattractive alternative, since Mission College officials feel that safety considerations would prevent most women from riding buses in the evenings.

Finally, the district believes that a college-owned transportation system would be prohibitively expensive. It noted that there is a considerable difference between a public school transportation system and one amendable to community college class schedules:

> Unified school districts are able to support district owned transportation systems because the school day is fixed with all students arriving in the morning and returning home in the afternoon. A community college with its diverse student population and time schedules would have to run a transportation system much like the current public transportation system, which in Los Angeles is subsidized by various governmental agencies. A similar program from the Northeast Valley to Valley College or Pierce College would require a large subsidy which is not available to Mission College.

CRITERION 3: Other segments, institutions, and the community in which the campus is to be located must be consulted during the planning process for the new campus. Strong local or regional interest in the proposed campus must be demonstrated.

There is no doubt about the community's support for Mission College. Testimonials have been presented from civic groups and private citizens since the current review began in 1984, and there has been strong and continuing support from State legislators who represent the area. There is also a considerable amount of interaction between Mission College, UCLA, and California State University, Northridge, particularly through the Ford Foundation Transfer Program. The Bilingual Teacher Aide Program has produced almost daily consultations with the Los Angeles Unified School District as well.

CRITERION 4. *Not applicable; refers only to the University of California.*

CRITERION 5. *Not applicable; refers only to the California State University*

CRITERION 6: Projected enrollment demand on a Community College district should exceed the planned enrollment capacity of existing district campuses. If district enrollment does not exceed the planned enrollment capacity of existing district campuses, compelling local needs must be submitted.

Mission College cannot meet at least the first part of this criterion. As noted earlier, the Los Angeles Community College District has been losing enrollments for four years, and Mission's nearest neighbors -- Pierce and Valley -- have excess capacity. The enrollment projections generated by the Population Research Unit, which preliminary evidence indicates may still be too high for a few years to come, show that, between them, those two colleges could accommodate virtually all Community College students in the region through the remainder of the century.

Although the Los Angeles district has consistently attempted to justify Mission on the basis of the inability of Pierce and Valley to accommodate projected enrollments, it seems clear that such a case cannot be made based on the available evidence. Accordingly, satisfaction of this criterion rests on the question of "compelling local needs."

Any evaluation of "compelling" is necessarily subjective, but any institution arguing the necessity of its existence must demonstrate that it is providing, or will provide, unique approaches to unique circumstances. Given the fact that Valley College is located only about nine miles from the core of Mission's service area, that Pierce College is not much further away, and that both enjoy adequate freeway access, Mission does not have a strong case for isolation. If what is being proposed is another college offering the same types of programs to the same types of students, the evidence suggests that the college would be unnecessarily duplicative. There remain, however, some special circumstances surrounding Mission.

The San Fernando Valley, like most of the rest of Los Angeles County, is experiencing a dramatic increase in its minority population – particularly its Hispanic citizens - and the greatest concentration of Hispanics is in Mission's service area. According to the district's February 11 submission, "(the city of) San Fernando has been 'the mother community' for the Hispanics for almost two hundred years." San Fernando High School has a 95 percent minority enrollment -- most of them Hispanic -- and a 56 percent dropout rate.

Mission's argument for uniqueness is contained in a paper entitled "Mission College's Unique Role in the Community of the Northeast San Fernando Valley," authored by political science professor Charles Dirks and reprinted as Appendix E. Professor Dirks argues that one pressing need in all minority communities is for role models, and that these are more difficult to produce if the residents of the area are required to receive their educations outside of the community. Also, a centralized educational facility makes the delivery of special programs possible, since residents more easily identify a single complex as a legitimate college. A single site can also serve as a community center where students' experiences can be shared with non-student friends, and where the psychological barriers to education can be lowered. Many studies have shown that low-income members of minority groups are reluctant to seek educational opportunities at institutions they perceive as distant and assume are insensitive to their culture or life style -- a perception and assumption that are often arrived at without exploration of the facts. An institution in the Mission service area with a strong minority presence could have the effect of countering some of these obstacles. There is no assurance of its doing so, of course, for there are a number of other Community Colleges located in low-income areas with similarly large concentrations of minorities that continue to exhibit poor participation rates and retention records. In education, much depends on the actions of the people managing the institution, and thus there is a heavy burden of proof on the faculty and administration of Mission College.

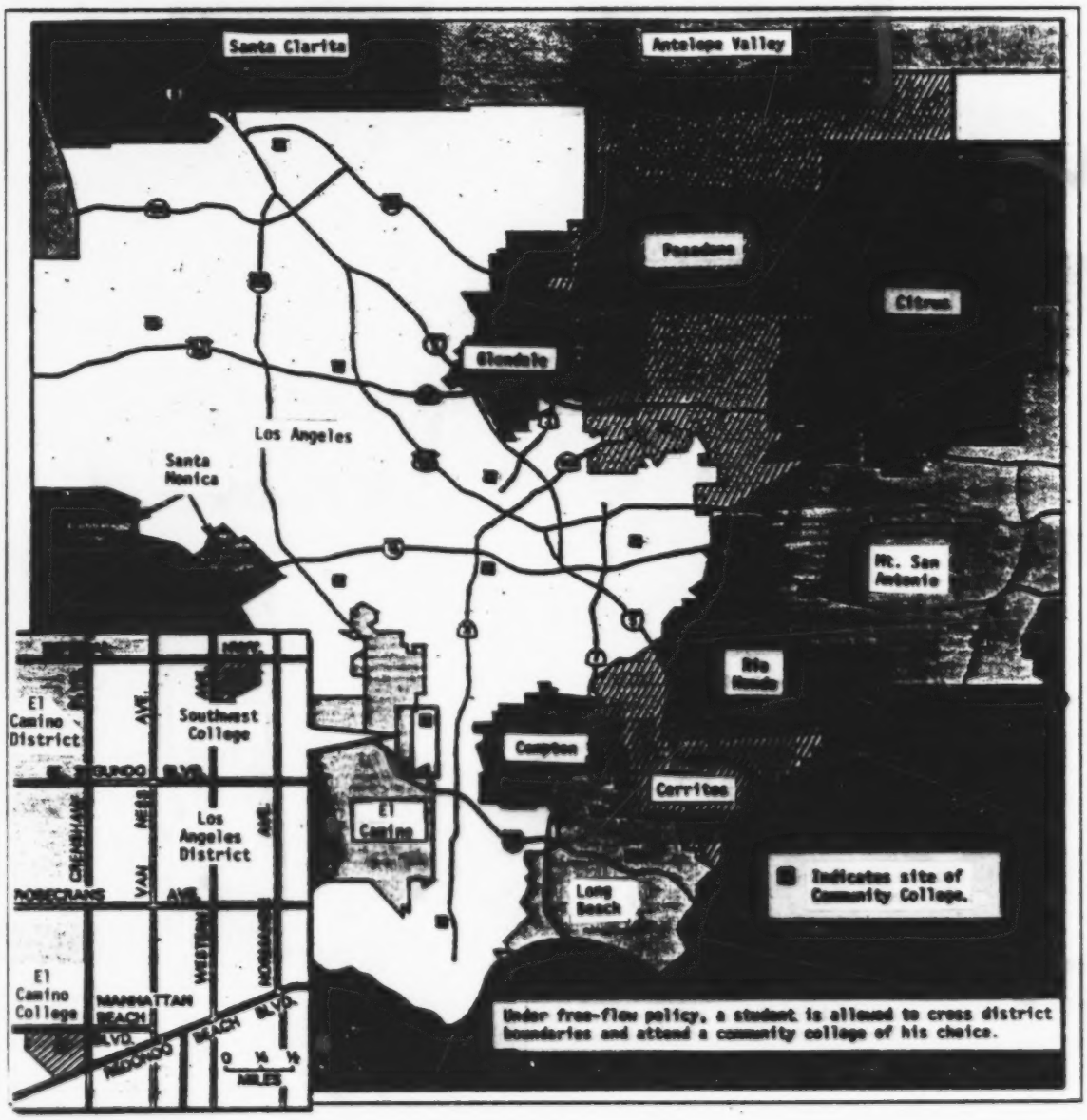
Professor Dirks indicates that Mission has demonstrated a strong desire to serve its community, particularly the Hispanic segment, through a number of special programs and emphases. Many of these involve language training, but others are directed to linkages with the public schools and baccalaureate institutions, and many involve the recruitment of both dropouts and older adults into the educational process. Other Community Colleges in the area also perform some of these functions, but few offer the degree of minority emphasis that characterizes Mission. At present, it is difficult to evaluate results, for most of the predicted successes discussed by Mission officials depend on the establishment of a permanent facility. What can be seen now is intent supported by motivation and commitment. It is evident that the ethnic character of Mission's service area is different, at least in degree, from most of the remainder of the San Fernando Valley, and equally evident that the problems of poverty, unemployment, and dropouts are severe enough in the area to establish at least a preliminary case for special consideration. The faculty and administration of Mission College strongly assert that a single location for the college will produce higher participation rates and greater educational achievement among groups that have not traditionally enjoyed such achievement. If that assertion proves correct, Mission may well provide programmatic models that can be emulated by other institutions.

CRITERION 7. *(Not applicable; refers only to the University of California and the California State University.)*

CRITERION 8: The establishment of a new Community College campus must not reduce existing and projected enrollments in adjacent Community Colleges -- either within the district proposing the new campus or in adjacent districts -- to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

The map in Display 13 shows the districts and institutions adjacent to the San Fernando Valley. The

DISPLAY 13 Los Angeles Community College District and Surrounding Districts



Source: Los Angeles Times

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nearest institutions include the College of the Canyons (3,527 students), Glendale Community College (17,885), and Pasadena City College (22,013). College of the Canyons is about 14 miles to the northwest, Glendale about 20 miles to the southeast, and Pasadena about 30 miles to the southeast. In its needs study, the Los Angeles district included a table showing in- and out-migration to these other colleges in the Fall of 1983. Display 14 reproduces this table. Within the Los Angeles district, there is also a considerable exchange of students among the three San Fernando Valley colleges. For Fall 1983, these are shown in Display 15.

Although College of the Canyons in the Santa Clarita district is the nearest non-Los Angeles district campus to Mission, it is a small school that does not attract large numbers of Mission area students. As Display 14 shows, the exchange between the two colleges is approximately equal. With the establishment of a central campus for Mission, it seems unlikely that College of the Canyons will lose more than a few students – if any – since the reduced scale of the project will not permit an enrollment much greater than presently attends the dispersed facilities in San Fernando.

The out-migration to Glendale and Pasadena is substantially greater than to Santa Clarita or Ventura, but most of that affects other colleges in the Los Angeles district, not Mission. Glendale draws students primarily from Valley and Los Angeles City Colleges, Pasadena from Los Angeles City and East Los Angeles Colleges. The success of these neighboring colleges partially explains the enrollment reductions experienced by the Los Angeles district in recent years.

Mission's primary impact, assuming its enrollments grow, will be on Valley College (16,284 students), and, to a lesser extent, on Pierce (17,393 students). With Valley operating at only about 60 percent of capacity, the withdrawal of only a portion of the 4,106 students who left the Mission service area to attend Valley in 1983 could cause Valley's efficiency of operation to decline even further, and if a similar situation occurred with Mission students currently attending Pierce, that college would also experience efficiency declines. Because both Pierce and Valley are large institutions, there is no possibility that their enrollments would decline to such an extent that operating them at all would be uneconomical, but there is similarly no doubt that Mission will have a negative effect on their operations. The degree of that impact should be monitored closely over the next several years if Mission's new campus is approved for construction.

CRITERION 9: Enrollments projected for Community College campuses must be based on a reasonable commuting time of the campus . . . . ***(The remainder of this criterion, relating to minimum campus size, was discussed above in conjunction with the first criterion).***

The El Cariso site for Mission College is located approximately three miles from the present location in downtown San Fernando. It is surrounded by a middle and lower-middle class residential neighborhood, and there is ample bus transportation from all parts of the immediate area. Plans for the site also include ample parking, as shown in Display 3 on page 4.

DISPLAY 14 *In- and Out-Migration Patterns for the Los Angeles Community College District (LACCD) and Selected Neighboring Districts, Fall 1983*

Adjacent Districts	From LACCD	To LACCD
Glendale	3,390	653
Pasadena	2,814	525
Santa Clarita (College of the Canyons)	526	472
Ventura	470	685
Total	7,200	2,335

Source: Los Angeles Community College District. *Projected Enrollment Effects of a Mission Campus by 1990, p. 2.*

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DISPLAY 15 Characteristics of Mission Area Residents Enrolled in Valley Area Colleges, Fall 1983

College	Number Enrolled	Percent of Total Enrollment	Percent Under 25 years	Percent Full-Time Students	Percent Day Enrollment
Mission	2,892	31	27	8	50
Pierce	2,200	27	57	24	58
Valley	4,106	45	72	29	69
Total	9,198	100	49	19	57

Source: Los Angeles Community College District. *Projected Enrollment Effects of a Mission Campus by 1990, p. 17.*

CRITERION 10. The programs projected for the new campus must be described and justified.

In its February 11, submission, Mission College officials submitted a complete listing of all courses and programs currently offered at the college, including brochures for special programs and catalogs and course schedules for regular offerings. Appendix F shows a list of academic and vocational programs, many of which are tailored to the population the college intends to serve. In addition, special programs include alcohol studies, bilingual-bicultural education, bilingual food service technology, child development, electronics technology, family and consumer studies, gerontology, foster parenting, legal assistant and paralegal training, basic and intermediate reading, peer-advising, and various programs designed to introduce people to the workplace (Linkage to Livelihood) and give them the skills to stay there (Office Program, Sales Training Program, Office Administration Center). There is also the PACE Program (Project for Adult College Education) that is designed to give working adults a general education associate of arts degree in five semesters.

CRITERION 11. The characteristics (physical, social, and demographic, etc.) of the location proposed for the new campus must be included.

Many of the basic descriptors of the Pacoima/San Fernando/Sylmar area served by Mission College have been discussed earlier in this report and are summarized in Appendix B. It is characterized by middle- and lower-middle-class neighborhoods, a degree of urban blight, and a deteriorating commercial district. The area is heavily Hispanic and contains a large elderly population. In its needs study, the District included ethnicity projections for the Mission, Pierce, and Valley service areas purportedly developed by the Department of Finance. The Department does not regard these projections as official, and it has been necessary to correct numerous arithmetic errors in them, but they do conform to the general trends formulated by other analysts and are therefore presented in Display 16 on page 22. Display 17 on the same page shows ethnic forecasts for the Los Angeles region developed by the Population Reference Bureau.

From Display 16, two trends are clear: first that the Hispanic population in all three service areas is increasing rapidly -- possibly faster than in the Los Angeles region as a whole -- and second, that a plurality of San Fernando Valley Hispanics are anticipated to reside in Mission's service area through the end of the century.

CRITERION 12. The campus must facilitate access for the economically, educationally, and socially handicapped.

There is little question regarding Mission's satisfaction of this criterion. Although it is serving all of its residents with a curriculum common to community colleges everywhere, it maintains unique programs that are clearly targeted to those members of the community in need of special training. In addition,

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DISPLAY 16 *Total Population by Ethnicity in the San Fernando Valley and Its Community College Service Areas, 1980 - 2000*

Service Area	1980	1985	1990	1995	2000	Percent Change, 1980-2000	Percent of Total in 2000
Mission College							
Asian/Other	15,602	18,300	20,900	23,200	25,400	62.8%	26.2%
Black	18,723	19,200	19,200	18,800	18,100	-3.3	48.4
Hispanic	99,855	117,600	134,100	149,100	163,100	63.3	45.2
White	177,867	178,500	174,100	166,100	155,800	-12.4	18.8
Total	312,047	333,600	348,300	357,200	362,400	16.1%	27.4%
Pierce College							
Asian/Other	18,898	22,800	26,700	30,500	34,300	81.5%	35.4%
Black	3,780	5,000	6,100	7,400	8,600	27.5	23.0
Hispanic	34,017	41,700	49,300	56,800	64,300	89.0	17.8
White	321,275	327,500	328,500	326,100	321,700	0.1	38.8
Total	377,968	397,000	410,600	420,800	428,900	13.5%	32.4%
Valley College							
Asian/Other	19,409	23,600	28,100	32,600	37,300	92.2%	38.5%
Black	9,705	10,000	10,200	10,400	10,700	10.3	28.6
Hispanic	77,639	90,900	101,800	118,500	133,200	71.6	36.9
White	378,489	373,500	368,000	359,600	351,600	-7.1	42.4
Total	485,242	498,000	511,100	521,100	532,800	9.8%	40.2%
Total Area							
Asian/Other	53,909	64,700	75,700	86,300	97,000	79.9%	100.0%
Black	32,208	34,200	35,500	36,600	37,400	16.1	100.0%
Hispanic	211,511	250,200	285,200	324,400	360,600	70.5	100.0%
White	877,631	879,500	870,600	851,800	829,100	-5.5	100.0%
Total	1,175,259	1,228,600	1,267,000	1,289,100	1,324,100	12.7%	100.0%

Source: Los Angeles Community College District. *Projected Enrollment Effects of a Mission Campus by 1990, p. 2.*

DISPLAY 17 *Percentage Distribution of Racial/Ethnic Groups in the Los Angeles Region, 1980, 2000, and 2030*

Year	Non-Hispanic White	Black	Asian	Hispanic	Other	Total
1980	61.0	9.1	4.9	24.1	0.9	100.0
2000	46.4	8.6	9.4	34.5	0.1	100.0
2030	33.0	7.6	13.6	44.8	1.0	100.0

Source: Bouvier, Leon, and Martin, Philip. *Population Change and California's Future.* Washington, D. C.: Population Reference Bureau, Inc., 1985.

the district bases a substantial amount of its case for building a permanent campus for Mission around the need to serve the special needs of a low-income and heavily ethnic population.

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3 Findings, Conclusions, and Recommendations

OF the Commission's 12 criteria applicable to proposals for new campuses, nine apply to the California Community Colleges. Based on the Commission's analysis of those criteria, it offers the following findings and conclusions:

Findings

1. Los Angeles Mission College has been in existence since it was approved by the Board of Governors on September 18, 1974.

2. On September 8, 1975, the California Postsecondary Education Commission "recognized the existence" of the college but offered that recognition "without reference to recommendations for use of State funds for site acquisition or for construction of facilities."

3. The college has attracted sufficient enrollments to operate as a small institution. Sixteen other Community Colleges in California have smaller enrollments.

4. The service-area population of the college in Pacoima, San Fernando, and Sylmar is comprised primarily of low-income groups and contains a high percentage of minority-group members, particularly Hispanics.

5. Official enrollment projections from the Population Research Unit of the Department of Finance, when compared to the existing capacities of nearby Pierce and Valley Colleges within the Los Angeles district, show that those colleges have sufficient capacity to accommodate all San Fernando Valley students through the year 2000.

6. Actual enrollment experience for Fall 1985 -- the first year of the projection -- indicates that the Department of Finance's enrollment forecast, although lower than several offered by the Los Angeles district, may nevertheless be too high.

7. Distances between Mission College's current location and Valley and Pierce Colleges are approximately 10 and 14 miles, respectively. There is excellent freeway access from Mission's service area to Valley College and fair to good access to Pierce College. Public transportation is available to both campuses, although it is time consuming with less than satisfactory safety during the evenings.

8. Given the fiscal problems facing the Los Angeles district, there is some question regarding the district's ability to provide adequate support for Mission, enough for the Board of Governors to express this reservation:

> Irrespective of the probable fiscal improvements of permanent facilities, . . . and in light of current fiscal difficulties in the district, the continued financial commitment of the district to the Mission College campus cannot be guaranteed.

Conclusions

1. Mission has met most of the criteria in the Commission's *Guidelines and Procedures for Review of New Campuses*, including the requirements for minimum size (Criteria 1 and 9), consultation with other institutions and community support (Criterion 3), reasonable commuting time within the service area (Criterion 9), and service to disadvantaged populations (Criterion 12). It has also supplied a complete program inventory (Criterion 10) and described its physical, social, and demographic characteristics satisfactorily (Criterion 11). Alternatives to a permanent campus (Criterion 2) have been discussed adequately through recent submissions, and one of them -- a reduction in the scope of the project -- has been implemented by the district and the Board of Governors. (Criteria 4, 5, and 7 are not applicable to Community Colleges.)

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2. Mission College has failed to meet two of the most important criteria -- those relating to district-wide enrollment demand and the lack of negative impact on neighboring colleges (the first parts of Criteria 6 and 8). Both Pierce and Valley Colleges currently have considerable excess capacity, and it is probable that a more attractive facility for Mission will lower enrollments at these colleges, particularly at Valley.

3. The sixth and eighth criteria are, however, separable, since the sixth includes a provision for the consideration of "compelling local needs," and the eighth states that programmatic duplication can be sanctioned so long as it is not "unnecessary."

4. Certain aspects of the Mission proposal are compelling, particularly the nature of its service area population. Clearly, improvement of the participation rates and educational achievement of certain ethnic minority groups is a State priority. Mission officials believe they can make a contribution to solving this problem, and it is true that the college already has a number of programs in place that are designed to serve the disadvantaged. The effectiveness of those programs may hinge, at least in part, on the establishment of a single location for the college.

5. Los Angeles District officials have argued that the population of Mission's service area is unreasonably isolated from Pierce and Valley Colleges. For anyone with an automobile, the 10 to 14 mile drive to these colleges is not an insurmountable barrier to attendance outside Mission's service area. However, those who rely on public transportation face a bus ride of at least an hour and probably more, once transfers are included; and it is likely that many potential students, especially women, would be reluctant to travel by bus in the evenings. For those without their own transportation, therefore, the service area is isolated.

6. A permanent campus for Mission College should not simply duplicate other institutions, but should demonstrate its uniqueness and effectiveness. The college should prove that it can lower dropout rates, and improve participation rates among Hispanic residents in particular.

7. The permanent building currently proposed for Mission College should be of sufficient size to house the existing programs currently operated in temporary facilities in the City of San Fernando, and should not be designed to expand those programs.

8. If Mission College is to continue, the construction of one permanent building on a single site would be fiscally prudent, compared to continually paying rent for the next several decades.

Recommendation

Based on these conclusions, the Commission adopts the following resolution for transmittal to the Governor and the Legislature:

WHEREAS, the Los Angeles Community College District has proposed the construction of a 48,550 square foot building in the community of Sylmar, at a State cost of approximately $9 million, to become the permanent home for Los Angeles Mission College; and

WHEREAS, Section 66904 of the Education Code states that California Community Colleges shall not receive State funds for the acquisition of sites or construction of new institutions unless recommended by the Commission; and

WHEREAS, the Commission has evaluated the proposal for the construction of a new campus for Los Angeles Mission College in the Los Angeles Community College District; and

WHEREAS, although Los Angeles Mission College does not meet portions of two of the Commission's criteria -- those relating to district-wide enrollment demand and the lack of negative impact on neighboring colleges -- it has satisfied the requirement that "compelling local needs" exist and the additional requirement that proposed programs not constitute "unnecessary duplication" of programs in adjacent institutions; and

WHEREAS, Los Angeles Mission College has met most of the other criteria contained in the Commission's "Guidelines and Procedures for the Approval of New Campuses and Off-Campus Centers," and

WHEREAS, Los Angeles Mission College is located in an area populated by large numbers of low income, ethnic minorities; and

WHEREAS, the Commission is persuaded that the citizens of Los Angeles Mission College's service area, consisting of San Fernando, Pacoima, and Sylmar, have unique needs that cannot be met by neighboring colleges; and

WHEREAS, Los Angeles Mission College has implemented many programs specifically designed to meet the needs of its service area population, and has submitted plans for additional programs; and

WHEREAS, through numerous site visits and discussions with faculty and administrators of Los Angeles Mission College, the Commission is persuaded that the college's personnel are dedicated to serving the area in an effective manner; and

WHEREAS, Los Angeles Mission College has submitted a thorough analysis of the alternatives to building a new campus, and demonstrated that the proposed construction project is the most effective means of providing service to the area from both a financial and programmatic standpoint; now, therefore be it

RESOLVED, that the construction of the proposed 48,550 square foot Instructional/Administration Building on the El Cariso site in the community of Sylmar be approved as a permanent home for Los Angeles Mission College; and be it further

RESOLVED, that the State not approve additional State-funded facilities for Los Angeles Mission College until a thorough evaluation of the College's effectiveness in the new building is conducted; and be it further

RESOLVED, that if the new building commences operation by the Fall term of 1989, the Los Angeles Community College District is requested to file a comprehensive report with the Commission by January 1992, indicating the progress made by Los Angeles Mission College in improving participation rates among groups currently underrepresented in higher education, and in reducing dropout rates in neighboring secondary schools; and be it further

RESOLVED, that if Los Angeles Mission College's permanent campus commences operations after the Fall 1989 term, this progress report be delayed a proportionate amount of time.

Appendix A

Guidelines and Procedures for Review of New Campuses and Off-Campus Centers

NOTE: The following material is reproduced from Report 82-34 of the California Postsecondary Education Commission, which the Commission adopted on September 20, 1982.

Preface

It has been many years since a new campus was authorized for either the University of California or the California State University, and it is not anticipated that any will be proposed in the immediate future. In the past five years, the only authorized new campuses have been Orange County Community Colleges. Off-campus centers, however, continue to be proposed from time to time, and it is probable that some new centers will be offered for Commission review and recommendation in the future.

In April of 1975, the Commission adopted policies relating to the review of new campuses and centers, and revised those policies in September of 1978. The purpose was to provide the segments with specific directions whereby they could conform to two *Education Code* sections. The first of these directs the Commission to review proposals for new campuses and off-campus centers of public postsecondary education and to advise the Legislature and the Governor on the need for and location of these new campuses and centers (*Education Code* 66903). The second states the Legislature's intent that no funds for the acquisition of sites or for the construction of new campuses and off-campus centers by the public segments be authorized without the Commission's recommendation.

The 1975 document -- and the 1978 revision -- outlined the Commission's basic assumptions under which the guidelines and procedures were developed, and specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when they submit proposals, and the required contents of "Needs Studies." As experience was gained with the guidelines, it became clear that some confusion was generated by this format, and that some instructions appeared to be ambiguous or difficult to interpret. In addition, there was the problem of applying the guidelines to operations that had been started totally with non-State funds -- especially Community College off-campus centers initiated solely with local money -- a distinction of considerable substance prior to passage of Proposition 13, but less meaningful thereafter. In several cases, doubt arose as to whether an existing center had been previously recommended by the Commission or "grandfathered" in by being initiated before the guidelines were adopted. In other cases, although the Commission was notified, it took no action because no State money was involved or anticipated. When State funds were later requested, some districts acquired the mistaken impression that a favorable recommendation had been secured, and were surprised to learn that they had to participate in an extended review process with no assurance that State funds would be approved. The purpose of this document is to resolve the questions and ambiguities surrounding the original (1975) and updated (1978) guidelines. To that end -- although large sections remain virtually unchanged -- three major revisions are included:

1. The original guidelines stated that the Commission would review new off-campus centers "that will require either State or local funding for acquisition, remodeling or construction, and/or (2) those planned for use for three or more years at a given location, and which (a) will offer courses in two or more certificate and/or degree programs, and/or (b) will have a headcount enrollment of 500 or more."

The revised guidelines included in this document specify the need for review and recommendation only for operations "that will require State funding for construction, acquisition, remodeling, or lease. Those operations involving no State funds may be considered by the Commission for review and recommendation, but are reported primarily for inventory purposes."

The location, program, and enrollment criteria are removed from the guidelines, leaving State funding the sole condition for requiring the Commission's recommendation. Review requirements for centers which have been in existence for several years at the time State funds are requested are specified below.

2. The original guidelines contained both "Criteria" for reviewing new proposals and a section entitled "Content of Needs Study" which was largely repetitive. In this document, the latter section has been subsumed under an expanded "Criteria" section.

3. The time schedules in the original guidelines and procedures were inconsistent between the four-year segments and the Community Colleges. This revision attempts to make the schedules more consistent for all segments.

Without question, the most difficult problem surrounding the Commission's role in the review of new campuses and off-campus centers concerns operations started without State money but needing State money at a later date. Obviously, it is impossible to ignore the fact that such operations exist, but at the same time, the Commission cannot allow prior existence to constitute a higher priority for State funds than would be accorded a proposal for a completely new facility. Were existing campuses and centers given such a priority, it could encourage the segments to "seed" new operations from non-State sources on the assumption that State money could be obtained more easily later. Accordingly, the Commission must regard any request for State funds, whether for an existing or new campus or center, as being applicable to a new operation. Thus, while these guidelines and procedures require Commission review and recommendation only for State-funded operations, the Commission strongly suggests that any segment anticipating the need for State funds later take steps to secure the Commission's favorable recommendation at the earliest possible time. If such steps are taken, it should be possible to avoid denying funds to an existing center.

Although these guidelines and procedures are directed to public postsecondary education, the Commission invites and encourages the independent colleges and universities and the private vocational schools to submit their proposals for new campuses and off-campus centers to the Commission for review, thus facilitating the statewide planning activities of the Commission. This invitation to the independent segment was first extended by the Commission on April 14, 1975, at the time these guidelines and procedures were first approved. A similar invitation was extended on March 17, 1980, with respect to degree programs to be offered at off-campus locations (*Degrees of Diversity: Off-Campus Education in California*, California Postsecondary Education Commission Report 80-5, p. 100).

Assumptions basic to the development of guidelines and procedures for Commission review of proposals for new campuses and off-campus centers

The following assumptions are considered to be central to the development of a procedure for Commission review of proposals for new campuses and off-campus centers.

- The University of California and the California State University will continue to admit every eligible undergraduate applicant, although the applicant may be subject to redirection from the campus of first choice.
- The University of California plans and develops its campuses on the basis of statewide need.
- The California State University plans and develops its campuses on the basis of statewide needs and special regional considerations.
- The California Community Colleges plan and develop their campuses and off-campus centers on the basis of open enrollment for all students capable of benefiting from the instruction and on the basis of local needs.
- Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, campus environment, limitations on campus size, program and student mix, and internal organization. Planned capacities are established by the governing boards of Community College districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California. These capacities are subject to review and recommendation by the Commission.

Proposals subject to Commission review

New campuses

The Commission will review proposals for all new campuses of the University of California, the California State University, and the California Community Colleges.

New off-campus centers

For the purposes of this section, "State funds" are defined as any and all monies from State General Fund appropriations and/or property tax revenues.

University of California and California State University: The Commission is concerned with off-campus educational operations established and administered by a campus of either segment, the central administration of either segment, or by a consortium of colleges and/or universities sponsored wholly or in part by either of the above. Operations that are to be reported to the Commission for review are those which will provide instruction in programs leading to degrees, and which will require State funding for construction, acquisition, remodeling, or lease. Those that involve funding from other than State sources may be considered by the Commission for review and recommendation, but need be reported only as part of the Commission's *Inventory of Off-Campus Facilities and Programs* (*Education Code* Sec. 66903[13]).

California Community Colleges: The Commission is concerned with off-campus operations established and administered by an existing Community College, a Community College district, or by a consortium of colleges and universities sponsored wholly or in part by either of the above. Operations to be reported to the Commission for review and recommendation are those that will require State funding (as defined above) for construction, acquisition, remodeling, or lease. Those operations not involving State funds may be considered by the Commission for review and recommendation, but need be reported only as part of the Commission's *Inventory of Off-Campus Facilities and Programs*.

Consortia: When a consortium involves more than one public segment, or a public and the independent segment, one of those segments must assume primary responsibility for presenting the proposal to the Commission for review.

All Proposals: All off-campus operations must be reported to the Commission, either through the requirements of these guidelines and procedures, or through the *Inventory of Off-Campus Facilities and Programs*. Any off-campus center established without State funds will be considered to be a new center as of the time State funds are requested for construction, acquisition, remodeling, or lease.

Criteria for reviewing proposals

All proposals for new campuses and off-campus centers required by these guidelines to be submitted by any segment of higher education in California must include a comprehensive "Needs Study." This study must satisfy all of the criteria specified below, and will constitute the basis for the Commission's evaluation of proposals. As noted in the Preface, all first-time requests for State funds will be considered as applying to new operations, regardless of the length of time such campuses or centers have been in existence.

Criteria for reviewing new campuses

1. Enrollment projections should be sufficient to justify the establishment of the campus. For the proposed new campus, and for each of the existing campuses in the district or system, enrollment projections for each of the first ten years of operation, and for the fifteenth and twentieth years, must be provided. For an existing campus, all previous enrollment experience must also be provided. Department of Finance enrollment projections must be included in any needs study.

2. Alternatives to establishing a campus must be considered. These alternatives must include: (1) the possibility of establishing an off-campus center instead of a campus; (2) the expansion of existing campuses; and (3) the increased utilization of existing campuses.

3. Other segments, institutions, and the community in which the campus is to be located must be consulted during the planning process for the new campus. Strong local or regional interest in the proposed campus must be demonstrated.

4. Statewide enrollment projected for the University of California should exceed the planned enrollment capacity of existing University campuses. If statewide enrollment does not exceed the planned enrollment capacity for the system, compelling statewide needs for the establishment of the new campus must be demon-

strated.

5. Projected statewide enrollment demand on the California State University system should exceed the planned enrollment capacity of existing State University campuses. If statewide enrollment does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated.

6. Projected enrollment demand on a Community College district should exceed the planned enrollment capacity of existing district campuses. If district enrollment does not exceed the planned enrollment capacity of existing district campuses, compelling local needs must be demonstrated.

7. The establishment of a new University of California or California State University campus must take into consideration existing and projected enrollments in the neighboring institutions of its own and of other segments.

8. The establishment of a new Community College campus must not reduce existing and projected enrollments in adjacent Community Colleges -- either within the district proposing the new campus or in adjacent districts -- to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

9. Enrollments projected for Community College campuses must be within a reasonable commuting time of the campus, and should exceed the minimum size for a Community College district established by legislation (1,000 units of average daily attendance [ADA] two years after opening).

10. The programs projected for the new campus must be described and justified.

11. The characteristics (physical, social, demographic, etc.) of the location proposed for the new campus must be included.

12. The campus must facilitate access for the economically, educationally, and socially disadvantaged.

Criteria for reviewing new off-campus centers

1. Enrollment projections should be sufficient to justify the establishment of the new off-campus center. Five-year projections must be provided for the proposed center, with enrollments indicated to be sufficient to justify its establishment. For the University of California and the California State University, five-year projections of the nearest campus of the segment proposing the center must also be provided. For the Community Colleges, five-year projections of all district campuses, and of any other campuses within ten miles of the proposed center, regardless of district, must be provided. When State funds are requested for an existing center, all previous enrollment experience must also be provided. Department of Finance enrollment estimates must be included in any needs study.

2. The segment proposing an off-campus center must submit a comprehensive cost/benefit analysis of all alternatives to establishing the center. This analysis must include: (1) the expansion of existing campuses; (2) the expansion of existing off-campus centers in the area; (3) the increased utilization of existing campus and off-campus centers; and (4) the possibility of using leased or donated space in instances where the center is to be located in facilities proposed to be owned by the campus.

3. Other public segments and adjacent institutions, public or private, must be consulted during the planning process for the new off-campus center.

4. Programs to be offered at the proposed center must meet the needs of the community in which the center is to be located. Strong local or regional interest in the proposed facility must be demonstrated.

5. The proposed off-campus center must not lead to an unnecessary duplication of programs at neighboring campuses or off-campus centers, regardless of segment or district boundaries.

6. The establishment of University and State University off-campus centers should take into consideration existing and projected enrollment in adjacent institutions, regardless of segment.

7. The location of a Community College off-campus center should not cause reductions in existing or projected enrollments in adjacent Community Colleges, regardless of district, to a level that would damage their economy of operation, or create excess enrollment capacity, at these institutions.

8. The proposed off-campus center must be located within a reasonable commuting time for the majority of residents to be served.

9. The programs projected for the new off-campus center must be described and justified.

10. The characteristics (physical, social, demographic, etc.) of the location proposed for the new off-campus center must be included.

11. The off-campus center must facilitate access for the economically, educationally, and socially disadvantaged.

Schedule for submitting proposals for new campuses and off-campus centers

The basic intent of the time schedule for submitting proposals to establish new campuses and off-campus centers is to involve Commission staff early in the planning process and to make certain that elements needed for Commission review are developed within the needs study described previously in these guidelines and procedures.

The schedules suggested below are dependent upon the dates when funding for the new campus or off-campus center is included in the Governor's Budget and subsequently approved by the Legislature. Prior to the date of funding, certain events must occur, including: (1) a needs study to be authorized and conducted with notification to the Commission; (2) district and/or system approval of the proposed campus or off-campus center; (3) Commission review and recommendation; (4) budget preparation by segmental staff; (5) segmental approval of the budget; (6) Department of Finance review for inclusion in the Governor's Budget; (7) consideration by the Legislature; and (8) signing of the budget bill by the Governor.

Specific schedules are suggested below for all proposals for new campuses and off-campus centers requiring State funds for construction, acquisition, remodeling, or lease. As noted previously, however, the Commission may review proposals for new campuses and off-campus centers, regardless of the source of funding. This may require revisions in the suggested schedules. Therefore, the specific timetables outlined below should be considered as guidelines for the development of proposals and not deadlines. However, timely Commission notification of, and participation in the needs study, is important, and will be a factor considered in the Commission's review of proposals.

Schedule for new campuses

University of California and California State University

1. Needs study authorized by the Regents of the University of California or by the Trustees of the California State University, with notification to the Commission (30 months before funding).

2. Needs study conducted by segmental staff with appropriate participation by Commission staff (19 to 29 months before funding).

3. Regents or Trustees approve new campus (18 months before funding).

4. Approval review by the California Postsecondary Education Commission (15 to 17 months before funding).

5. Budget preparation by segmental staff (11 to 14 months before funding).

6. Budget approval by Regents or Trustees (ten months before funding).

7. Review by the Department of Finance (seven to nine months before funding).

8. Consideration by the Legislature (xero to six months before funding).

9. Funding.

California Community Colleges

1. Needs study authorized by the local district board with notification to the Board of Governors and the Commission (32 months before funding).

2. Needs study conducted by the district staff with appropriate participation by staff from the Board of Governors and the Commission (21 to 31 months before funding).

3. Local board approves campus (20 months before funding).

4. Approval review by the Board of Governors (18 to 19 months before funding).

5. Approval review by the California Postsecondary Education Commission (16 to 17 months before funding).

6. Budget preparation by the Board of Governors' staff and the Department of Finance review (three to 15 months before funding).

7. Consideration by the Legislature (zero to three months before funding).

8. Funding.

Schedule for new off-campus centers

University of California and California State University

1. Needs study authorized by the segment with notifi-

cation to the Commission (12 months before funding).

2. Needs study conducted by segmental staff with appropriate participation by Commission staff (11 to nine months before funding).

3. Regents or Trustees approve new off-campus center (nine months before funding).

4. Review by the California Postsecondary Education Commission (six to eight months before funding).

5. Budget preparation by segmental staff (six to eight months before funding).

6. Review by the Department of Finance (three to six months before funding).

7. Consideration by the Legislature (zero to three months before funding).

8. Funding.

California Community Colleges

1. Needs study authorized by local district board with notification to the Board of Governors and the Commission (16 to18 months before funding).

2. Needs study conducted by district staff with appropriate participation by staff from the Board of Governors and the Commission (13 to15 months before funding).

3. Local board approves off-campus center (11 to 12 months before funding).

4. Needs study submitted to the Board of Governors (nine months before funding).

5. Approval review by the Board of Governors (nine months before funding).

6. Needs study submitted to the California Postsecondary Education Commission (eight months before funding).

7. Approval review by the California Postsecondary Education Commission (six to eight months before funding).

8. Budget preparation by the Board of Governors and review by the Department of Finance (three to six months before funding).

9. Consideration by the Legislature (xero to three months before funding).

10. Funding.

Appendix B

Mission College Enrollment Patterns, Fall 1980 to Fall 1985

Item	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
Entering Status						
First-Time						
Number	1,592	1,947	2,146	1,279	1,095	1,387
Percent	49.24	48.40	46.76	33.18	32.66	40.57
% Change		22.30	10.22	-40.40	-14.39	26.67
Continuing						
Number	1,641	2,076	2,443	2,576	2,258	2,032
Percent	50.76	51.60	53.24	66.82	67.34	59.43
% Change		26.51	17.68	5.44	-12.34	-10.01
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,419
Percent	100.0	100.0	100.0	100.0	100.0	100.0
% Change		24.44	14.07	-15.99	-13.02	1.97
Attendance						
Day*						
Number	1,574	1,882	2,328	1,932	1,626	1,544
Percent	48.69	46.78	50.73	50.12	48.49	45.16
% Change		19.57	23.70	-17.01	-15.84	-5.04
Evening						
Number	1,659	2,141	2,261	1,923	1,727	1,875
Percent	51.31	53.22	49.27	49.88	51.51	54.84
% Change		29.05	5.60	-14.95	-10.19	8.57
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,419
Percent	100.0	100.0	100.0	100.0	100.0	100.0
% Change		24.44	14.07	-15.99	-13.02	1.97
Total Enrollment						
Number	3,233	4,023	4,589	3,855	3,353	3,419
% Change		24.44	14.07	-15.99	-13.02	1.97
Total WSCH**						
Number	20,004	23,345	28,884	22,532	19,784	21,545
% Change		16.70	23.73	-21.99	-12.20	8.90
WSCH/Enrollment	6.2	5.8	6.3	5.8	5.9	6.3

* Includes both day and evening attendance.

Mission College Enrollment Patterns, Fall 1980 to Fall 1985, continued

Item	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
Sex						
Male						
Number	1,029	1,239	1,514	1,214	1,053	1,037
Percent	31.83	30.80	32.99	31.49	31.40	30.33
% Change		20.41	22.20	-19.82	-13.26	-1.52
Female						
Number	2,204	2,784	3,075	2,641	2,300	2,382
Percent	68.17	69.20	67.01	68.51	68.60	69.67
% Change		26.32	10.45	-14.11	-12.91	3.57
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,419
Percent	100.0	100.0	100.0	100.0	100.0	100.0
% Change		24.44	14.07	-15.99	-13.02	1.97
Educational Level						
Freshman						
Number	2,460	3,079	3,548	2,903	2,269	2,277
Percent	76.09	76.53	77.32	75.30	67.67	66.60
% Change		25.16	15.23	-18.18	-21.84	0.35
Sophomore						
Number	394	425	478	430	622	644
Percent	12.19	10.56	10.42	11.15	18.55	18.84
% Change		7.87	12.47	-10.04	44.65	3.54
Above Soph.						
Number	379	519	563	522	462	498
Percent	11.72	12.90	12.27	13.54	13.78	14.57
% Change		36.94	8.48	-7.28	-11.49	7.79
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,419
Percent	100.0	100.0	100.0	100.0	100.0	100.0
% Change		24.44	14.07	-15.99	-13.02	1.97
Unit Load						
Less than 6 Units						
Number	2,046	2639	2977	2441	2240	2222
Percent	36.28	65.60	64.87	63.32	66.81	64.99
% Change		28.98	12.81	-18.00	-8.23	-0.80
6 to 11 Units						
Number	896	1082	1222	1075	828	659
Percent	27.71	26.90	26.63	27.89	24.69	19.27
% Change		20.76	12.94	-12.03	-22.98	-20.41
More than 12 Units						
Number	291	302	390	339	285	538
Percent	9.00	7.51	8.50	8.79	8.50	15.74
% Change		3.78	29.14	-13.08	-15.93	88.77
Total						
Number	3233	4023	4589	3855	3353	3419
Percent	100.00	100.00	100.00	100.00	100.00	100.00
% Change		24.44	14.07	-15.99	-13.02	1.97

Mission College Enrollment Patterns, Fall 1980 to Fall 1985, concluded

Item	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
Ethnicity						
Asian						
Number	112	144	177	180	179	170
Percent	3.46	3.58	3.86	4.67	5.34	4.97
% Change		28.57	22.92	1.69	-0.56	-5.03
Black						
Number	361	418	468	366	285	298
Percent	11.17	10.39	10.20	9.49	8.50	8.72
% Change		15.79	11.96	-21.79	-22.13	4.56
Hispanic						
Number	1,360	1,416	1,578	1,379	1,215	1,189
Percent	42.07	35.20	34.39	35.77	36.24	34.78
% Change		4.12	11.44	-12.61	-11.89	-2.14
White						
Number	1,286	1,927	2,213	1,806	1,578	1,645
Percent	39.78	47.90	48.22	46.85	47.06	48.11
% Change		49.84	14.84	-18.39	-12.62	4.25
Other						
Number	114	118	153	124	96	117
Percent	3.53	2.93	3.33	3.22	2.86	3.42
% Change		3.51	29.66	-18.95	-22.58	21.88
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,419
Percent	100.00	100.00	100.00	100.00	100.00	100.00
% Change		24.44	14.07	-15.99	-13.02	1.97
Age						
Under 20 Years						
Number	405	427	579	419	329	340
Percent	12.53	10.61	12.62	10.87	9.81	9.97
% Change		5.43	35.60	-27.63	-21.48	3.34
20 - 24 Years						
Number	616	714	826	669	574	604
Percent	19.05	17.75	18.00	17.35	17.12	17.72
% Change		15.91	15.69	-19.01	-14.20	5.23
25 - 34 Years						
Number	916	1,123	1,208	1,016	892	909
Percent	28.33	27.91	26.32	26.36	26.60	26.66
% Change		22.60	7.57	-15.89	-12.20	1.91
35 Years or More						
Number	1,296	1,759	1,976	1,751	1,558	1,556
Percent	40.09	43.72	43.06	45.42	46.47	45.64
% Change		35.73	12.34	-11.39	-11.02	-0.13
Total						
Number	3,233	4,023	4,589	3,855	3,353	3,409
Percent	100.00	100.00	100.00	100.00	100.00	100.00
% Change		24.44	14.07	-15.99	-13.02	1.67

Source: Los Angeles Community College District supplemental report, February 11, 1986.

Appendix C

Department of Finance 1985 Enrollment Projection for Mission College

STATE OF CALIFORNIA — GEORGE DEUKMEJIAN, Governor

DEPARTMENT OF FINANCE
SACRAMENTO, CA 95814-4998

July 18, 1985

Nancy Conrath
Director of Planning and Development
Los Angeles Community College District
617 7th Street
Los Angeles, CA 90017

Attached is a copy of an official Department of Finance special projection for the Los Angeles Mission, Valley and Pierce campus service areas. The projection includes a methodology statement, the assumptions used in the projection, and the resulting enrollment and WSCH projections.

If you have any questions, please feel free to contact me.

Mary

Mary S. Heim
Research Manager
Population Research Unit
1025 P Street
Sacramento, CA 95184

(916) 322-4651

cc Susanne Morgan
Diane Cummins

METHODOLOGY

1. The projected population for the service area was obtained by zip code from the Southern California Association of Governments, as provided to us by the district.

2. The age/sex distribution was based on 1980 Census aggregations of the zip code populations and varied over time in line with the Department's Baseline '83 projections for Los Angeles County.

3. The projected participation rates (enrollment by age and sex divided by the population by age and sex) were derived by model choices from the regressions described in appendix A. The historical series was from 1980 through 1984 and after the year 1994 the participation rates were held constant.

4. An adjustment was made in 1989 for the opening of the Mission Campus. Mission specific rates are projected to merge to the service area participation rates by the year 2005 with one-quarter of that difference merged in the first year.

ASSUMPTIONS

1. The service area of Los Angeles Mission, Pierce, and Valley Colleges encompasses the following zip codes: 90210, 90211, 90212, 90290, 91040, 91042, 91302, 91303, 91304, 91306, 91307, 91311, 91316, 91324, 91325, 91326, 91331, 91335, 91340, 91342, 91343, 91344, 91345, 91352, 91356, 91364, 91367, 91401, 91402, 91403, 91405, 91406, 91411, 91423, 91436, 91501, 91502, 91502, 91504, 91505, 91506, 91601, 91602, 91604, 91605, 91606, and 91607.

2. The new Mission campus facilities will be ready for occupancy in 1989.

3. The Mission College participation rates will approach the San Fernanado Valley service area rates upon completion of the permanent facility.

4. Day enrollment accounted for 59.2 percent of the total in 1984. That percent will increase to 61.0 percent, the district average, by the year 2000.

5. In the fall of 1984 40.0 percent of the day enrollment was full time enrollment. This percent is assumed to increase to the district level of 42.0 percent by the year 2000.

6. The full time evening enrollment currently accounts for 24.0 percent of total enrollment. It will rise to the district level of 27.0 percent by 2000.

7. The average weekly student contact hours generated by full time day students will steadily increase from 15.7 in 1984 to the district 5-year average of 17.2.

8. Part time day enrollment will generate an average WSCH of 7.2 in 1984 and will return to the level of 1982 by the year 2000.

9. The average WSCH generated by full time evening students is forecasted to remain stable over the projections period.

10. The average WSCH generated by part time evening enrollment is estimated to reach 5.2, the 3-year district average, from the 1984 level of 4.8.

APPENDIX A

An age/sex participation rate model is currently used by the Population Research Unit to project enrollment. Historical enrollment is maintained by sex and five age groups. Participation rates for each of the resulting categories of enrollment are derived by applying enrollment in each category to the corresponding population base. The population based used when applicable is the PRU Baseline '83 series. The age groups for the population and enrollment are:

Population	Enrollment
18-19	19 and under
20-24	20-24
25-29	25-29
30-34	30-34
35-64	35 and over

Historical participation rates expressed per 1,000 are extrapolated for ten years in the future using regression analysis. Several models of projected participation rates are available through a series of modifications of the projected regression line. A constant participation rate may also be chosen. Model selection for each age/sex/level category of enrollment is based on the analyst's analysis of historical trends in enrollment, demographic changes and knowledge of proposed administrative policies in each system. Selected projected participation rates are applied to projected population figures to derive enrollment data for each of the ten projected years by age/sex/level. Projected total enrollment is the sum of projected enrollment for each category.

The following is an explanation of the models:

0 - The least squares regression line is determined by the historical participation rates. The projection starts at the Y intercept.

1, 2, and F - Modified least squares regression lines start at the last historical participation rate for the projection. The participation rate for each projected year is calculated by multiplying the slope of the least squares line by a given value and adding that product to the participation rate of the previous year. The multipliers for each projection year are:

	model 1	model 2	model F
1st year	.8	.4	.2
2nd	.65	.35	.175
3rd	.6	.3	.15
4th	.55	.25	.125
5th	.5	.2	.1
6th	.25	.15	.075
7th	.125	.1	.05
8th	.0625	.05	.025
9th	.03125	0	0
10th	.015625	0	0

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San Fernando Valley (Mission, Pierce, and Valley Colleges)
Los Angeles Community College District
Special Projections - Enrollment and Annual Average WSCH

	Day			Evening			Total		
Fall	Enrollment	WSCH	WSCH/ Enr.	Enrollment	WSCH	WSCH/ Enr.	Enrollment	WSCH	WSCH/ Enr.
(Actual)									
1982	30418	321038	10.6	20250	97804	4.8	50668	418842	8.3
1983	27145	277762	10.2	18054	91232	5.1	45199	368994	8.2
1984	24055	254078	10.6	16557	81590	4.9	40612	335668	8.3
(Projected)									
1985	23948	250145	10.4	16505	80550	4.9	40453	330695	8.2
1986	23605	247910	10.5	16269	80349	4.9	39874	328259	8.2
1987	23511	248261	10.6	16203	85984	5.3	39714	334245	8.4
1988	23566	250186	10.6	16241	87111	5.4	39807	337297	8.5
1989	24777	266827	10.8	16380	88935	5.4	41157	355762	8.6
1990	24528	266246	10.9	16216	88358	5.4	40744	354604	8.7
1991	24171	264451	10.9	15980	87374	5.5	40151	351825	8.8
1992	24012	264778	11.0	15875	87108	5.5	39887	351886	8.8
1993	24058	267354	11.1	15905	87562	5.5	39963	354916	8.9
1994	24512	276820	11.3	15671	87014	5.6	40183	363834	9.1
2000	26972	310117	11.5	17245	95772	5.6	44217	405889	9.2

Population Research Unit
July 15, 1985

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Appendix D

Letter to Joshua Smith from Patrick M. Callan, December 27, 1985

Joshua Smith, Chancellor
California Community Colleges
1107 Ninth Street
Sacramento, California 95814

Dear Josh:

During its last meeting, the Board of Governors asked our staff to cooperate with your office during the development of your agenda item on Mission College. In order to do so, we thought it might be helpful to pose the kinds of questions which we believe are important in evaluating the proposal for a new campus.

I. Current Enrollment Patterns

Approximately 69 percent of the students who attend college in the Los Angeles District and who live in the "Mission service area" currently attend Pierce or Valley Colleges.

What are the characteristics of these students in terms of (a) full-time/part-time status; (b) age and ethnicity; (c) educational objective (transfer, vocational, general education, etc.)?

What do the current enrollment patterns imply for the future "demand" for Mission College?

Do the current attendance patterns of students suggest that a "specialized" facility in the Sylmar area, perhaps one offering certain vocational programs, is a reasonable alternative to a comprehensive campus?

II. Alternatives to a Full-fledged, New Campus

Two of the Commission's "Guidelines" would seem appropriate to be considered during your review of the Mission proposal since our interests in these areas are parallel: "Alternatives to establishing a campus should be considered" and "projected enrollment demand on a Community College District should exceed the planned enrollment capacity of existing district campuses." In order to address these guidelines, we would offer the following questions.
Has careful consideration been given to converting Mission College to an off-campus center, rather than a full-fledged campus?

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What are the provisions of the lease for Mission's current facilities? Why are the current facilities not appropriate for Mission? Could purchase and remodeling of the current facilities make them appropriate?

Has the District surveyed the area for existing buildings which could be purchased and converted to accommodate Mission College? If so, what are the possibilities?

Has the option of an approach similar to the dispersed structure of Coastline Community College been thoroughly evaluated?

Is it feasible to scale back the current proposal to a considerably smaller facility?

III. Transportation Difficulties

We understand that public transportation is inconvenient between the Mission area and other campuses within the Los Angeles District. However, the close geographic proximity suggests that some improvements might be a cost effective way of meeting student demand.

Has the District approached the Southern California Rapid Transit District to secure better service or lower fares for students?

Has any effort been made to improve public transportation to existing campuses within the Los Angeles District from the "Mission service area?"

What would be the cost of a district-owned transportation service from the "Mission service area" to other campuses?

I hope these questions are useful in your review of Mission and are responsive to the Board's request for cooperation during the agenda item's development.

Sincerely,

Patrick M. Callan
Director

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Appendix E

Letter to William L. Storey from Charles E. Dirks, February 12, 1986

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Lowell J. Erickson, President 1212 San Fernando Rd. San Fernando, CA 91340 (818) 365-8271

February 12, 1986

Mr. William Storey
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, California 95814

Dear Bill:

On February 11, 1986, Mission College sent Dr. Clarence Mangham a formal response to the questions posed by Mr. Patrick Callan, CPEC Director, regarding the approval of permanent facilities for Mission College. These responses met the demands of "the letter of the law"

The following response is more towards "the spirit of the law". It deals with the important "soul" of the college. This could be added to the previous report following the "Questions and Responses", as Part II, because it describes the programs in action listed in the "Appendix, Part II, of that report.

This supplementary section is in answer to your questions you raised when you visited us at Mission College in January. It answers questions about the purpose of Mission College, what special needs does it meet, and, how can it stand on its own and justify its existence in the Northeast San Fernando Valley.

I believe that you will find that when CPEC considers approving Mission College, it will not just be approving another building, but it will be validating CPEC's own vision of how a community college should be creating new programs to meet the needs of communities in crisis and change. Mission College is a "Proving ground" where they are cutting drop out rates and creating new "role models" for the future, thereby reducing the low participation rates.

If you have any further questions, please just call me.

Sincerely,

Charles E. Dirks
Professor of Political Science,
Faculty Rep.,Permanent Building Committee

CD
Enclosure: 5 pages
cc: Dr. Mangham

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MISSION COLLEGE'S UNIQUE ROLE IN THE COMMUNITY
OF THE NORTHEAST SAN FERNANDO VALLEY

It has been observed that the fastest growing minority in California will soon become the majority in many, if not most, school districts. Tragically, this group also has one of the lowest educational participation rates, and too little attention has been given to this crisis. Los Angeles Mission College is addressing this problem in innovative ways.

Mission College is the most racially/ethnically well-balanced college in the San Fernando Valley, and it is free of the stigma of being a "minority" college. Instead, Mission's mission is to provide quality education for all. Nevertheless, one of Mission's most urgent challenges is to develop programs to turn around the low educational participation rate of the large local Hispanic community. Historically, this population, centered around the old San Fernando Mission, did not seek its education outside of the community. To make matters worse, most did not even get the benefit of a complete elementary-secondary education.

Dropout Rates and Role Models

Unfortunately, many students do not even make it to the high school level, but of those that do often a majority drop out. San Fernando High, one of Mission College's main feeder schools, has a 95% minority enrollment and a dropout rate of 56%. Most of these students come from large poor families and drop out to go to work for long hours at low paying jobs. They come from families without much education, and they have few or no "college role models" with which to identify.

College studies show that the majority of the few that ultimately do graduate from high school would rather go to a college with the prestige of permanency, -one with "a real campus", a school "with status". So they leave the local community and rob it of its badly needed natural role model of young educated leaders. Thus the stark contrast of the youthful profile of those that leave "Mission's service area" for Valley, or Pierce, with 2/3rds being under 25 years of age, while Mission has 42% of its students 35 years or older. Mission's average age is 33-34, while the District's average is 27.

Permanency- The Sense of Community

The presence of a dignified permanent campus locally will still not deter the more ambitious students seeking the wider variety of programs and course times which a larger, more complete campus, like Valley or Pierce, have to offer (such as Nursing, Theater Arts, Agriculture, etc.). However, having a permanent campus locally should certainly give easier access to the basics of college education to the majority of those who need it the most, and who do not have the time, money, energy, or inclination to pursue it elsewhere. As the CPEC study, Eligibility of California's 1983 Graduates for Admission to the State's Public Universities, showed, Hispanic students who are high and above-average achievers tend to enroll in local community colleges rather than accept admission to more distant institutions. If proximity is so important to talented Hispanic achievers, it is even more so to the average Hispanic student who has a poorer image of himself. The presence of a local campus to which the local people could identify with and point to with pride, does make a real difference, and it would improve their participation rate.

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Although every Accreditation Team has emphasized the importance of establishing a permanent campus as a necessary symbol of the community's aspirations and its future, this alone is not enough. At the very heart of the college, there must be meaningful programs to early-on affect the youth and their educational aspirations in their formative years. In order to stop this horrendous human waste and dropout rate as the next generation slides into the even more complex 21st century, Mission has literally developed new programs at every level to provide the "college educated role models" for the many communities of the NE San Fernando Valley.

New Generations and New Directions (Infants-Nursery School)

Los Angeles Unified School District's Enrollment projections indicate an increase in the S.F. Valley of 13,300 students by 1990 with 77% in the East Valley, with many in Mission's area from Sylmar, San Fernando, Pacoima to Sunland-Tujunga, with a large proportion being minorities. The report stated "the primary cause is... a 35% increase in the number of live births in LA County from 1973 to 1983."

Mission College, being strategically located in the NE corner of the Valley, is the only community college in the Valley to provide a course in "Infant Studies". This is needed for Calif. and Federal Interagency Licensing requirements for all funded programs. Not only do many students need and benefit by having college trained staff in Child Care Centers for their children, but it also provides a rapidly growing occupation for working women to meet the needs of other working parents.

Similarly, Mission is also the only college in the Valley to provide a program in "Advanced Administration and Supervision of Nursery Schools" required for a Supervisors Certificate. The classes were modularized by Mission's own teachers to make it useful and attractive to the private as well as the public Nursery Schools. The children of Mission's service area will thus be exposed to college educated personnel early on, so hopefully, someday they may become college oriented as well.

Bilingual-Bicultural Education Aide (Kindergarten-Primary)

As these children now start Kindergarten, more than 2/3rd of them are Hispanic. Here again, as at the Child Care, and Nursery School level, Mission is providing college role models, especially for those who need it the most. Mission College has the largest Bilingual Education Aide Program in the District. Since Mission was established in 1975, it has trained over 3,000 "role models" for children who make their living as bilingual classroom paraprofessionals employed by the L.A. Unified School District. Mission's unique Bilingual Food Service Certificate program in Consumer and Management, has a registered bilingual dietician teaching classes in Spanish to all those who work in cafeterias and Head Start programs who don't speak English. This is another area where Mission has taken vocational leadership.

Experimenting with High School Linkage (Secondary-Community College)

Once the student reaches high school they may have a chance to participate in Mission's experimental program at their own high school. Mission has begun placing some of its teachers in the local high schools to teach honors and college credit classes there. The hope is that these popular classes will help make the transition to college less frightening and more appealling to more students as they"put out the word" to their peers while they are still in high school. For example, last Fall of '85, a political science class on US Government was taught at a local high school with the result that about an additional dozen high school students enrolled in one of the college's regular advanced political science classes at night at the college. Mission has already begun experimenting with "2 plus 2" programs to link the high schools to the community college.

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Linkage with Cal State Univ. & Its New Standards (Secondary - CC - CSU)

Linking the high schools to the community college locally is very important as the Cal State University System tightens its admission requirements. Cal State Chancellor Reynolds said that Latino and black students are less likely to have taken a strong academic program in high school and are less likely to succeed at the University. Of those freshmen entering Cal State campuses in 1978, only 11% of the blacks and 13% of the Latinos had graduated five years later. Studies also show that commuter campuses in the Los Angeles area have the lowest overall completion rates, while the highest graduation rates are in those areas where most students live on or near the campus. Proximity to a campus is again a key factor.

Mission College and Cal State University professors are already meeting regularly at CSUN (Northridge) by discipline to work out strategic planning and articulation. At CSUN, of those who entered in 1978 as freshmen, by 1983 some 58% had dropped out, and 22% were continuing. Only 20% had graduated, compared to the average of 26% for the Cal State system, 55% for UCLA, and 61% of those entering UC Berkeley. Many CSU students are dropping out because their secondary preparation has been inadequate for handeling university work. A shift of meeting the needs of inadequately prepared high school graduates from the university to the community college is one of the primary missions of the community colleges emerging in the new Master Plan. Mission College has already begun taking over this responsibility. In addition to preparing its own students for transfer, Mission is currently the only community college teaching remedial math to CSUN students on their own campus! Thus releasing CSUN faculty to teach their upper division classes.

Starting in the Fall of 1988, when the Cal State University entrance requirements increase, there should, therefore, be a significant concomitant increase in the number of students coming to Mission in order to upgrade themselves for transferring later. Mission College thus becomes even more essential in the communities of the NE Valley where the majority of the adult population are elementary and secondary school dropouts. Thus, the projected Fall 1989 opening of the new classroom building at Mission will come none too soon!

"LINKAGE TO LIVELIHOOD" -Mission's New Program for Unemployed (Unskilled & Welfare)

Economic hardship in some of the communities of the NE Valley has been a reality for a long time. Pacoima, for example, has been plagued by a 20% enemployment rate, and,even worse, approximately half of the older,out-of-school minority teenagers are unemployed. However, Pacoima has been targeted as a proposed "Free Enterprise Zone" for combining state and local incentives. The state's package of incentives whould be worth $4 million to $8 million yearly and would create 400 jobs every year. This would provide increased job opportunities and population growth, thereby increasing the demand for college-trained personnel. A need which Mission is ready to meet.

Mission College has already developed a program to face the economic emergencies of the unemployed, and those on welfare, through education. The program is called "Linkage to Livelihood". The program was developed at the Mission College campus, and it is in place and ready to go without the need of additional funding or staff. It anticipated "Program Gain", by which welfare recipients with children over 6 must go to a community college for training. Mission's program even includes a counselor for assessment. The rest of Los Angeles County is expected to follow Mission's lead in 1988. This will impact both unemployment and enrollment. Mission's program will give a new start to the community's dropouts!

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Basic Skills (Unique, Individualized, Always Available)

There is great need in business for skilled clerical workers. Mission is the first and only college in the District to offer an individualized, self-paced Office Administration Program where a student can enroll at any time in any of 14 different classes at 25 different levels, and always have a certificated instructor available for individualized help.

However, if these students have a problem in English, then Mission also offers an extensive Developmental Communication and Reading Program, and English as a Second Language, with HILT, High Intensity Language Training Workshops. The new students enrolling at Mission go to an orientation where they are tested, and then guided by their counselors into the basic skill classes they need before they get into academic trouble. This helps the weaker students, plus the large new influx of immigrants coming into the NE Valley from Asia and Latin America. These classes, together with Psychology classes on improving study habits and reading skills, have dramatically cut the drop out rate in other academic classes, making Mission's students among the most stable community college students.

Quality and Transfer (Mission and Other Institutions)

Once the students have built up their English proficiency, or passed the qualifying exam, then they are elgible to take Mission's regular English I class in College Reading and Composition. These English classes at Mission are the only English classes of all of the colleges in the Valley (including CSUN) with standards high enough to be accepted for transfer to the University of California at Berkeley. Furthermore, a CSUN study of their graduates whowed that transfer students from other colleges had basically the same Grade Point Average as their own students upon graduation, with the exception of Mission transfer students who were a full half-a-grade point higher upon graduation from CSUN.

Cluster College Concept (Communication, Creative Courses, Management)

Mission's approach to teaching is also unique, not only in the Valley, but in the District, where its disciplines are organized into a "Cluster" arrangement. This was designed to increase, not only better communication and facilitate participative management between faculty and administration, but also to encourage interdisciplinary "Team Teaching" and new creative course development in a way that the older more ridged Department arrangement did not. It has provided a stimulating environment that has made Mission's faculty the most active and creative in the District. The "Cluster Chairs" are elected by the faculty, and they have many more responsibilities than traditional faculty Dept. Chairs. They serve, along with other cluster representatives, on most college committees, increasing faculty responsibility and administrative responsiveness. This unusually close cooperation has resulted in quicker response to the educational needs of the community, and greater understanding and support of these new innovative programs. This has made it possible to have a smooth operation with fewer administrators when efficiency and budget cuts resulted in a reduction from 13 down to only 4½ administrative positions. But the District supported Mission when Mission was the only college not to have cuts in faculty positions in 1985-1986.

Why has Mission become so innovative and unique? It became unique because it had a vision of meeting the special needs of the diverse communities in the NE San Fernando Valley, and a dedicated faculty and staff who believed in this dream and were on location where they could and did respond sensitively to these communities needs.

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The development of these many new programs would not have been possible in another environment as an outreach center being run by "absentee landlords" from someother part of the District. Pierce and Valley had years to develop these programs in their outreach to turn around the low participation rate of the NE Valley, prior to Mission, but they were unable to meet all the needs of the area, and they still don't have these new programs yet!

PACE -The Project for Adult College Education (for Working Adults)

Mission is the only college in the Valley to have developed an answer to the needs of working adults with families who find it difficult to take more than one class per semester. It is called PACE, or Project for Adult College Education, and it allows students to take one night of instruction from 6 to 10 p.m., attend eight all-day Saturday classes and view two hours weekly of instructional television. In just five semesters, at 12 units per semester, the student gets 60 transferable units and an A.A. Degree. PACE was pushed and developed by a Cluster Chair, Fred Obrecht, who also developed the only chemical dependency program in the District (and it has the highest WSCH in the District too). The success of PACE, utilizing the cluster concept of team teaching was proven when 300 enrolled, rather than the anticipated 200!

Senior Citizens -A Community Need (A Vocational Opportunity)

Mission has the oldest, yet best generationally balanced student body int the District. Our community colleges are no longer just "Junior" colleges where "Junior" was sent before being drafted, or married, or before settling down to more "serious studying" at the university. While the average age has risen to 27 in the District, it is almost 34 at Mission. Many students are in their 40's, 50's and 60's, with our oldest having been 100 years old! These students also have older parents and need to deal with the problems of an aging population, which is also one of the poorest minorities.

Thus Mission was one of the first colleges in California, and the only one in the District, to have a Vocational Program in Gerontology. Mission has had up to 243 Senior Citizens taking courses in Family and Consumer Studies alone, not to mention those studying in other areas. The faculty helped procure scholarships from the Norell Health Care Corp. for every student enrolled in genontology. In addition to Convalescent homes and hospitals,there are other job opportunities here too.

Conclusion -A Complete College for the Northeast Communities!

In short, LA Mission College is a truly complete "community's college" for all ages, being the only one in the Valley to offer courses ranging from "Infant Studies" to Vocational Program in Gerontology for Senior Citizens. With these, and other innovative programs, Mission has become a "model" for other colleges to copy. For example, Mission developed the Bilingual Education Aide Program, which was then copied by East Los Angeles College for its Hispanic residents. In so doing, it is providing the "college role models" to complete the community's development.

Finally, Mission has the youngest and most energetic faculty. They have had the pioneering commitment to carry on in difficult situations, travelling, like the students, many miles between less-than satisfactory classrooms. It was also the only faculty to be hand picked by other faculty members of their own disciplines from all over the District. Their goal is simple, to serve the community by providing the best education possible. By being a campus, rather than a center, they have built an incredible esprit de corps by which they motivate their students and their community. It is truly a "community",rather than a commuter, college. Most importantly, they believe in the community, their students and in what they are doing. That, they believe, is LA Mission's true mission.

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Appendix F

Mission College Course List, 1985-86

NOTE: The following material is reporduced from page 43 of the 1985-86 *Mission College Catalog*.

EDUCATIONAL PROGRAMS

Cluster College

In an attempt to fulfill its philosophy, its objectives and its orientation to human values, the College has developed the "Cluster" arrangement of programs and services. Subject and service areas are grouped within these clusters, which reflect the various aspects of the human experience.

In each of these clusters, students will find support and assistance not only from their major or subject area faculty, but also from the other instructors, the counselors, and the administrators attached to that cluster. At the same time, these interacting "families" of students, faculty, counselors, and administrators will encourage innovative and interdisciplinary approaches to student and community needs.

It is the belief of the College that, through removing the traditional divisions of departments and fostering full and open communication within and between the clusters, a broader approach to the understanding of human existence can be developed. The College believes that this understanding is an essential part of the growth of each student and of his or her ability to become an integral productive part of human society.

Majors in Cluster A

American Cultural Studies[3]
Art
Bilingual/Bicultural Education Aide
Child Development
Child Mental Health[2]
Education Aide
English
Family and Consumer Studies
French[1]
Humanities
Journalism
Music
Philosophy
Psychology
Social Sciences
Sociology
Spanish
Speech[3]
Theater

Courses are also available in these disciplines:

Anthropology
Chicano Studies
Geography
History
Italian
Library/Media Technology
Personal Development
Photography
Political Science

Majors in Cluster B

Accounting
Alcohol Studies
Allied Health Core Curriculum[3]
Automotive Engine Technology
Biological Science
Business Administration
Business Data Processing
Chemistry[3]
Electronics
Environmental Science[3]
Finance
Mathematics
Nursing[1]
Office Administration
Physical Education[3]
Physical Science
Real Estate
Supervision

Courses are also available in these disciplines

Anatomy

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Astronomy
Building Construction Techniques
Cooperative Education
Developmental Communications
Economics
English as a Second Language
Geology
Health
Health Occupations
Law
Management
Marketing
Microbiology
Nursing
Oceanography
Physics
Physiology

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1. Programs under consideration.
2. Pending state approval.
3. Programs wherein one or more courses required for the major are not yet offered at this college.

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California Postsecondary Education Commission Report 86-14

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